DOCUMENT RESUME

ED 358 865 IR 054 591

AUTHOR	Weller, Carolyn R., Ed.; Brandhorst, Ted, Ed.
TITLE	ERIC Clearinghouse Publications, 1992. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1992.
INSTITUTION	ARC Professional Services Group, Rockville, MD. Information Systems Div.; ERIC Processing and Reference Facility, Rockville, MD.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	Mar 93
CONTRACT	RI89002001
NOTE	101p.; For the 1991 edition, see ED 348 053.
PUB TYPE	Information Analyses - ERIC Clearinghouse Products (071) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Abstracts; Annotated Bibliographies; *Clearinghouses; *Education; Educational Research; Federal Programs; Literature Reviews; *Publications; *Resource Materials; State of the Art Reviews
IDENTIFIERS	*Educational Information; *ERIC

ABSTRACT

This annotated bibliography provides citations, abstracts, and indexes for the 275 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1992. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1992) shows the number of publication included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Language and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/ Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes by subject, personal author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouses' scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (MES)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED358865

ERIC®

CLEARINGHOUSE PUBLICATIONS 1992

EDUCATIONAL RESOURCES INFORMATION CENTER

Office of Educational Research and Improvement

U.S. DEPARTMENT OF EDUCATION

IR054591

2 BEST COPY AVAILABLE

Educational Resources Information Center

ERIC® Clearinghouse Publications

1992

An Annotated Bibliography of Information
Analysis Products and Other Major Publications
of the ERIC Clearinghouses
Announced in *Resources in Education* (RIE)
January-December 1992

March 1993

Carolyn R. Weller
Ted Brandhorst

Editors

ERIC Processing and Reference Facility
Rockville, Maryland

This publication was prepared with funding from the U.S. Department of Education, Office of Educational Research and Improvement, under contract number RI89002001 with ARC Professional Services Group. The opinions expressed in this publication do not necessarily reflect the positions or policies of the U.S. Department of Education.

BEST COPY AVAILABLE

Table of Contents

Page

INTRODUCTION

The ERIC System v
Clearinghouse Publications v
Bibliographies of ERIC Clearinghouse Publications vi
Organization of this Bibliography vii
Availability of ERIC Clearinghouse Publications vii

ERIC CLEARINGHOUSE PUBLICATIONS

Statistical Summary — By Clearinghouse by Year (1968-1992) viii

ERIC SAMPLE RESUME ix

DOCUMENT RESUMES (ARRANGED BY PRODUCING CLEARINGHOUSE) 1

CE — Adult, Career, and Vocational Education 1
CG — Counseling and Personnel Services 6
CS — Reading and Communication Skills 10
EA — Educational Management 14
EC — Handicapped and Gifted Children 18
FL — Languages and Linguistics 22
HE — Higher Education 23
IR — Information Resources 27
JC — Junior Colleges 35
PS — Elementary and Early Childhood Education 36
RC — Rural Education and Small Schools 38
SE — Science, Mathematics, and Environmental Education 42
SO — Social Studies/Social Science Education 42
SP — Teacher Education 44
TM — Tests, Measurement, and Evaluation 46
UD — Urban Education 48

INDEXES

Subject Index 51
Author Index 73
Institution Index 79

ERIC Clearinghouses (and other Network Components) 89

ERIC Document Reproduction Service (EDRS) — Order Form 91

Introduction

The ERIC System

The Educational Resources Information Center (ERIC) is a nationwide information system sponsored and supported by the U.S. Department of Education. ERIC is dedicated to the progress of education through the dissemination of education research results, practitioner-related materials, and other resource information that can be used in developing more effective educational programs. ERIC is a network that consists of a coordinating staff in Washington, DC, and a number of Clearinghouses (located at universities or with professional organizations) across the country. (For a complete list of ERIC components, see the back of this publication.)

Through this network of specialized centers or Clearinghouses, each of which focuses on a specific field in education, information is acquired, evaluated, cataloged, indexed, abstracted, and announced in ERIC abstract journals. These abstract journals — *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE)—provide access to reports of innovative programs, research results, and other significant efforts in education, both current and historical, which might otherwise not be readily available.

RIE is a monthly abstract journal devoted to the report literature. Each issue announces approximately 1100 documents. RIE is published by the U.S. Government Printing Office (GPO) and is available on subscription from GPO.

CIJE is a monthly index journal which cites articles from over 750 education periodicals. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals peripheral to the field. Each issue announces approximately 1500 journal articles. CIJE is available on subscription from Oryx Press.

Clearinghouse Publications

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, digests, and many similar documents designed to meet the information needs of ERIC users. These publications are announced in RIE and are available in the ERIC microfiche collections provided by the ERIC Document Reproduction Service (EDRS)

Bibliographies of ERIC Clearinghouse Publications

Periodically, ERIC prepares bibliographies of its Clearinghouse publications. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the twenty-second bibliography in the series. All items in the series to date are listed below.

Accession Number of Bibliographies	Pages	Period Covered	Number of Items
ED-029 161	24 p.	FY 1968	149
ED-034 089	34 p.	FY 1969	240
ED-041 598	47 p.	FY 1970	366
ED-054 827	54 p.	FY 1971	416
ED-077 512	55 p.	FY 1972	415
ED-087 411	74 p.	FY 1973	396
ED-126 856	144 p.	FY 1975-1975	534
ED-168 608	168 p.	FY 1976-1977-1978 (through Dec 1977)	600
ED-180 499	74 p.	Jan-Dec 1978	211
ED-191 502	58 p.	Jan-Dec 1979	159
ED-208 882	64 p.	Jan-Dec 1980	176
ED-224 505	72 p.	Jan-Dec 1981	173
ED-237 098	61 p.	Jan-Dec 1982	181
ED-246 919	52 p.	Jan-Dec 1983	117
ED-261 711	61 p.	Jan-Dec 1984	142
ED-271 125	62 p.	Jan-Dec 1985	176
ED-283 535	89 p.	Jan-Dec 1986	229
ED-295 685	86 p.	Jan-Dec 1987	239
ED-308 881	90 p.	Jan-Dec 1988	284
ED-321 774	82 p.	Jan-Dec 1989	256
ED-335 060	120 p.	Jan-Dec 1990	355
ED-348 053	96 p.	Jan-Dec 1991	262
ED-	p.	Jan-Dec 1992	275
		TOTAL (1968-1992)	6,351

This bibliography covers the calendar year period from January through December 1992. It lists a total of 275 documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses have been listed under the Clearinghouse processing the item for announcement in the ERIC abstract journal *Resources in Education* (RIE).

Organization of This Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The Clearinghouse section in which the item is listed in indicated by a two-character alphabetic code in parentheses following the accession number. e.g., ED-123 456 (TM).

Availability of ERIC Clearinghouse Publications

ERIC Clearinghouse publications are published by the individual ERIC Clearinghouse responsible for producing them. As long a stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, however, they are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS).

For instruction on how to order materials, see the back of this publication.

ERIC CLEARINGHOUSE PUBLICATIONS*

STATISTICAL SUMMARY – BY CLEARINGHOUSE BY YEAR (1968-1992)

IDENTIFYING PREFIX	CLEARINGHOUSE NAME	FY 1968	FY1969	FY1970	FY1971	FY1972	FY1973	FY1974-1975	FY 1976 THRU DEC 1977	JAN-DEC 1978	JAN-DEC 1979	JAN-DEC 1980	JAN-DEC 1981	JAN-DEC 1982	JAN-DEC 1983	JAN-DEC 1984	JAN-DEC 1985	JAN-DEC 1986	JAN-DEC 1987	JAN-DEC 1988	JAN-DEC 1989	JAN-DEC 1990	JAN-DEC 1991	JAN-DEC 1992	TOTAL
AC	Adult Education	24	16	20	28	20	16																		124
AL	Linguistics	2	7	11	11																				31
CE	Adult, Career & Vocational Education							6	36	9	12	11	9	8	7	6	14	12	20	21	28	22	20	26	267
CG	Counseling and Personnel Services	5	8	19	22	16	15	13	22	16	12	5	8	10	5	12	7	21	11	20	15	17	11	34	324
CS	Reading and Communication Skills						60	38	46	13	8	8	5	9	5	15	20	16	15	31	52	30	30	23	424
EA	Educational Management	6	8	14	36	18	43	62	78	19	14	12	31	25	2	10	20	7	18	23	14	40	22	23	545
EC	Handicapped and Gifted Children	14	11	53	68	106	57	57	5	4	5	14	12	6	11	5	7	35	6	25	9	49	16	21	596
EF	Educational Facilities	1	19	16																					36
EM	Educational Media and Technology	7	8	11	8	14	16																		64
FL	Languages and Linguistics	7	27	29	16	16	12	27	26	16	10	10	11	9	3	7	3	3	21	16	9	28	21	11	338
HE	Higher Education		1	8	18	18	17	35	45	16	17	16	7	17	16	16	10	11	31	6	23	23	11	20	382
IR	Information Resources							30	47	8	12	6	4	14	5	9	20	11	14	11	23	19	21	36	290
JC	Junior Colleges	15	21	17	26	26	19	57	61	17	13	25	11	9	6	6	5	19	8	23	10	12	11	8	425
LI	Library and Information Sciences		2	7	9	14	8																		40
PS	Elementary and Early Childhood Education	11	12	7	15	21	26	41	40	15	6	18	12	6	6	11	7	14	7	13	12	11	17	10	338
RC	Rural Education and Small Schools	10	18	13	23	9	9	30	23	13	8	11	8	8	6	4	6	23	9	36	11	20	15	17	330
RE	Reading	16	19	15	9	5																			64
SE	Science, Mathematics, and Environmental Education	11	17	22	28	13	30	53	46	28	10	12	18	20	17	13	20	14	18	10	7	21	20	4	452
SO	Social Studies/Social Science Education				6	10	6	17	24	6	8	6	9	6	18	10	15	15	15	19	17	10	14	12	243
SP	Teacher Education		7	28	19	19	19	31	31	9	7	7	14	6	5	2	10	14	13	6	2	15	13	10	287
TE	Teaching of English	3	7	32	24	26																			92
TM	Tests, Measurement, and Evaluation				1	12	11	19	33	6	5	7	9	4	4	1	1	7	5	12	6	18	11	11	183
UD	Urban Education	6	14	14	10	10	14	18	37	16	12	8	5	24	1	15	11	7	28	12	18	20	9	9	318
VT	Vocational and Technical Education	11	18	30	39	42	18																		158
	TOTALS	149	240	366	416	415	396	534	600	211	159	176	173	181	117	142	176	229**	239	284	256	355	262	275	6351

* i.e. Research Reviews, State-of-the-Art Reports, Bibliographies, Interpretive Studies, Digests, etc.
** Digests (2 page publications) routinely included in RIE for first time in 1986.

ERIC Ready Reference #3
Revised May 1989

Sample Document Resume

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date Published.

Contract or Grant Number.

Alternate source for obtaining document.

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

ED 654 321 CE 123 456
Smith, John D. *Johnson, Jane*
Career Planning for Women.
Central Univ., Chicago, IL.
Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.
Report No. — CU-2081-S
Pub Date — May 89
Contract— NIE-C-83-0001
Note — 12p.; Paper presented at the National Conference on Career Education (3rd, Chicago, IL, May 15-17, 1989).
Available from—Campus Bookstore, 123 College Ave., Chicago, IL 60690 ($3.25).
Language—English, French
Pub Type— Speeches/Meeting Papers (150)
EDRS Price—MF01/PC06 Plus Postage.
Descriptors —Career Guidance,* Career Planning, Careers, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, *Labor Needs, Occupational Aspiration, Occupations
Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1980 and 1990, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (SB)

Clearinghouse Accession Number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms found in the Thesaurus of ERIC Descriptors that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Identifiers—additional identifying terms not found in the Thesaurus. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Informative Abstract.

Abstractor's Initials.

Document Resumes

The document resumes in this section are arranged by ERIC Clearinghouse, with a secondary sort by accession number (ED number) within each Clearinghouse group. The following is a list of the ERIC Clearinghouses, the two-letter prefixes used to identify them, and the page on which each Clearinghouse's entries begin.

		Page			Page
CE	Adult, Career, and Vocational Education	1	JC	Junior Colleges	35
CG	Counseling and Personnel Services	6	PS	Elementary and Early Childhood Education	36
CS	Reading and Communication Skills	10	RC	Rural Education and Small Schools	38
EA	Educational Management	14	SE	Science, Mathematics, and Environmental Education	42
EC	Handicapped and Gifted Children	18	SO	Social Studies/Social Science Education	42
FL	Languages and Linguistics	22	SP	Teacher Education	44
HE	Higher Education	23	TM	Tests, Measurement, and Evaluation	46
IR	Information Resources	27	UD	Urban Education	48

CE

ED 338 896 CE 059 659
Kerka, Sandra
Adults in Career Transition. ERIC Digest No. 115.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-91-115
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Development, Adult Education, Aging (Individuals), *Career Change, *Career Counseling, *Career Development, Career Guidance, Life Events, Middle Aged Adults, *Midlife Transitions, Models, Role Theory
Identifiers—ERIC Digests

Adults experience cyclical periods of stability and transition throughout life. The conflict between role cycles may spur career change. Personality differences between voluntary changers and nonchangers have been identified in research. Career changes may be triggered by factors ranging from the anticipated (marriage, empty nest) to the unanticipated (illness, divorce, layoff) to "nonevents" (e.g., a marriage or promotion that did not occur). Other factors are longer life expectancy, changing views of retirement, and economic necessity. New models of career development that better explain adults' developmental diversity include Leach and Chakiris' three types of careers (linear, free form, and mixed form) and Cross' three types of "life plans" (linear life plan; redistribution of work, education, and leisure into recurring cycles; and blended life plan). These new ways of looking at life/career cycles and the transition process suggest approaches for assisting adults contemplating career change. A multifaceted approach requires recognizing the developmental stages of adults' multiple life roles and their interaction. Another model suggests that counselors can help adults in transition assess four factors: self, situation, support, and strategies. A variety of coping skills are helpful for managing transition. A holistic approach to transition management includes obtaining counseling, assessment, and career information. A computerized career guidance system such as the System of Interactive Guidance and Information can be of value. (11 references) (YLB)

ED 338 897 CE 059 660
Imel, Susan
Ethical Practice in Adult Education. ERIC Digest No. 116.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-91-116
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Educators, Codes of Ethics, *Educational Planning, *Ethics, Moral Values, Needs Assessment, *Program Development, Teaching Methods
Identifiers—ERIC Digests

R. G. Brockett in two recent articles (1988, 1990) has proposed a model for helping adult educators think about their decision making relative to ethical issues. This model describes a process that allows adult educators to draw upon their basic values in making practice decisions. The model's three interrelated dimensions or levels of ethical practice are as follows: personal value system, consideration of multiple responsibilities, and operationalization of values. Whether they acknowledge them or not, adult educators encounter ethical dilemmas in their practice on a daily basis. Some common ethical dilemmas occur in teaching adults and in program planning. A teacher may encounter ethical dilemmas when his/her personal value system regarding the appropriate conduct of the learning situation conflicts with that of students and when other responsibilities conflict with teaching or are given a higher priority than the teaching role. Two areas of ethical dilemmas are encountered in program planning: those affiliated with needs, whether "felt" or "expressed" or whether unacknowledged by the learner; and those related to fee structures. Brockett (1990) suggests the following ideas for promoting ethical practice in adult education: examine oneself, reflect on ethics in practice, examine the practices of other professions, and encourage and support a research agenda on ethics. (YLB)

ED 338 898 CE 059 661
Lankard, Bettina A.
Strategies for Implementing the National Career Development Guidelines. ERIC Digest No. 117.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-91-117
Pub Date—91
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Business Responsibility, Career Awareness, *Career Development, Career Education, Career Exploration, *Career Planning, *Competency Based Education, Corporate Support, Elementary Secondary Education, *Guidelines, Parent Participation, Postsecondary Education, *Program Implementation, School Business Relationship, *Self Concept
Identifiers—ERIC Digests, *National Career Development Guidelines

The National Career Development Guidelines provide a comprehensive program that will lead students of all ages through a sequential process of career development. The guidelines contain 12 competencies that relate to 3 areas of career development–self-knowledge, educational and occupational exploration, and career planning. Splete and Stewart reviewed career development abstracts in the ERIC database between 1980 and 1990 to determine which strategies for implementing the guidelines are most effective and made recommendations for how the competencies may be achieved by various users. Their report is summarized in this digest. At the elementary level, more parents and community persons should be involved, increased attention should be given to self-knowledge activities, and media use should be increased. At the middle/junior high school level, recommendations include more emphasis on self-knowledge competencies, more involvement of business persons, increased attention to benefits of educational achievement, and increased emphasis on job seeking skills. Recommendations for the high school level call for increased emphasis on activities related to awareness of interrelationship of life roles, understanding the relationship of work to the economy, and interpersonal skills. Recommendations for adults' career development include more involvement of business and industry personnel and more exposure to career planning activities. Competency-based models for delivering career development education and guidance are particularly effective. (YLB)

ED 338 899 CE 059 662
Lankard, Bettina A.
The Vocational Education/Entrepreneurship Match. ERIC Digest No. 118.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-91-118
Pub Date—91
Contract—RI88062005

BEST COPY AVAILABLE

Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Business Administration, Business Education, Corporate Support, Economic Opportunities, *Education Work Relationship, *Entrepreneurship, Integrated Curriculum, Job Skills, Role of Education, School Business Relationship, Secondary Education, Self Employment, *Small Businesses, *Vocational Education
Identifiers—ERIC Digests

Instruction in small business development is particularly appropriate in vocational and career education. Vocational education teaches students job-specific and employability skills and provides opportunities to use them in work experience programs. The profile of the adult entrepreneur reflects characteristics attributed to vocational education students. Most entrepreneurs are action-oriented people and come from families where one or both parents have owned a business. Entrepreneurship education can be infused into vocational education to help students anticipate and respond to change and make them aware of self-employment as an option. Vocational education-business partnerships benefit entrepreneurship by providing a structure by which business can nurture business creation. Curricula to help students learn how to start and run successful businesses have been developed by Central High School, Louisville, Kentucky, and Ocean County Vocational Technical School in Toms River, New Jersey. Recommendations for curriculum and instruction include emphasis on business planning, computer applications, managing capital, marketing, accounting, and business management. Teacher inservice workshops to encourage infusion should be offered. (YLB)

ED 340 944 CE 060 300
Imel, Susan
Adult Literacy. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, Adult Basic Education, *Adult Literacy, Definitions, *Educational Needs, *Educational Practices, Futures (of Society), Labor Force Development, *Literacy Education

During the 1980s, the United States experienced a resurgence of interest in adult literacy that is likely to continue through the 1990s. The factors that have led to renewed concern about adult literacy include the following: a changing workplace requiring increased literacy, numeracy, and problem-solving skills; a recognition that new entrants to the work force are likely to be those who have not been served well by the educational system and therefore may lack the skills required by an increasingly complex work force; a concern for the nation's economic future and its ability to compete in a changing world market; and a dramatic increase in the number of immigrants and other adults for whom English is a second language. Some of the current issues in the field of adult literacy education include the following: (1) the definition of adult literacy; (2) the wide range of adult literacy providers; (3) the goals of literacy; (4) access and equity in the provision of adult literacy; and (5) instructional methods. (This literature summary contains an annotated list of 17 print resources and 10 resource organizations.) (KC)

ED 340 945 CE 060 301
Imel, Susan
Career Development Outcomes. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavioral Objectives, *Career Development, Career Guidance, Competence, *Educational Objectives, Elementary Secondary Education, Guidelines, Outcomes of Education, Program Effectiveness, Program Evaluation, *School Guidance, *State Standards
Identifiers—*National Career Development Guidelines

Because of changes in the economy, in technology, and in attitudes of employers and employees, career development and career guidance are receiving increased attention. Measurement of outcomes is increasingly necessary to determine the career development progress of all students and workers, especially women, minorities, and recent immigrants. It seems most appropriate that career development be delivered through comprehensive, systematic, and sequential programs available to all youth and adults throughout the life span. As a part of developing and delivering this type of career development program, planners and policy makers frequently identify desired outcome indicators or standards. The National Career Development Guidelines developed by the National Occupational Information Coordinating Committee (NOICC) are a recent example of a project that developed outcome measures and standards. Desired outcomes of comprehensive career guidance programs for participants at the elementary, middle school, secondary, and adult education levels have been identified and included in these guidelines. In addition, competencies that participants should gain at each level have been specified and indicators that individuals have attained those competencies are listed. The NOICC Guidelines also identify a process that states and local organizations can use to develop and implement standards for comprehensive career development programs at all levels. Connecticut and California have also set guidelines for career development programs. (This publication contains an annotated list of 12 print resources and 7 resource organizations.) (KC)

ED 340 946 CE 060 302
Imel, Susan
Implications of the New Perkins Act. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Disadvantaged, *Educational Change, *Educational Legislation, *Federal Legislation, Federal State Relationship, Government School Relationship, Postsecondary Education, Secondary Education, *Vocational Education
Identifiers—*Carl D Perkins Voc and Appl Techn Educ Act 1990, Carl D Perkins Vocational Education Act 1984

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 represents the largest amount of federal funding ever authorized for vocational education. Effective July 1, 1991, the act enables Congress to spend up to $1.6 billion per year on state and local programs that teach the "skill competencies necessary to work in a technologically advanced society." The new law differs in several ways from the original Carl D. Perkins Vocational Education Act of 1984: (1) emphasizing the integration of academic and vocational education; (2) providing greater opportunities for vocational education to disadvantaged people; (3) requiring states to be more accountable for their vocational programs; (4) distinguishing between the secondary and postsecondary levels of vocational education; and (5) encouraging local districts to provide greater leadership in reforming and improving vocational education. The changes in the reauthorized Perkins Act of 1990 present vocational educators with an opportunity to assume a leadership role in state and local efforts to reform education. (This research summary contains an annotated list of 17 print resources and 5 resource organizations.) (KC)

ED 340 947 CE 060 303
Imel, Susan
Vocational Education Involvement with Business/Industry/Labor. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperative Programs, *Educational Improvement, Educational Policy, Educational Practices, Educational Trends, *Education Work Relationship, Futures (of Society), Institutional Cooperation, Noncollege Bound Students, Policy Formation, Postsecondary Education, Resources, *School Business Relationship, Secondary Education, *Vocational Education
Identifiers—*Partnerships in Education

As a result of the educational reform movement of the 1980s, there has been increased emphasis on joint efforts between the private sector and the educational system. Although early efforts focused on college-bound youth, changing demographics, a decline in the nation's productivity, and heightened international competition have increased concern about the economic well-being of noncollege-bound youth as well. The need to maintain a productive and competitive work force is placing new demands on education to make a greater contribution to economic development. To achieve this, vocational educators must be willing to engage in partnerships with employers, labor, government, and other institutions. Although partnerships between educators and business/industry/labor are growing in number and substance, limited success has been achieved in efforts to link public and private sectors in the broad-based and extensive local cooperation necessary to have long-term and substantial impact. The trend toward increased collaboration between vocational education and business/labor/industry will continue, but issues will be raised about the direction and forms of the collaboration–how much, what kind, who will manage it, and where will the resources come from? (This publication contains an annotated list of 16 print resources and 8 resource organizations.) (KC)

ED 341 875 CE 060 532
Rose, Amy D.
Ends or Means: An Overview of the History of the Adult Education Act. Information Series No. 346.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062005
Note—43p.; For a related document, see CE 060 533.
Available from—Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN346: $5.25).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Historical Materials (060)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Adult Basic Education, Adult Literacy, Educational History, *Educational Legislation, Federal Legislation, *Federal State Relationship, *Government Role, Literacy Education, Professional Associations, *State Federal Aid, States Powers
Identifiers—*Adult Education Act 1966

An examination of the effects of the Adult Education Act (AEA) 25 years after its passage reveals the growth of the adult basic education (ABE) enterprise in the United States. The AEA provides funding to states to develop and maintain adult basic education programming. Because ABE was recognized as a means of improving the economic status of the poor and unemployed, the Adult Basic Education program was passed as part of the Economic Opportunity Act of 1964. In 1966, ABE was transferred to the U.S. Office of Education (USOE). The 1970s saw the creation of the National Advisory Council on Adult Education, limitations in federal discretionary funding, and emphasis on functional literacy. The rising concern for literacy in the 1980s became a national priority in the 1984 amendments. Discretionary funds for research and development, dissemination, and demonstration projects again became available. The 1988 reauthorization substantially increased federal funds and included grants for workplace and English-as-a-Second Language literacy. The National Literacy Act of 1991 continued the focus on literacy as a means of solving many social problems. AEA has been successful in contributing to the growth of the field and the training of professionals. Implementation of the AEA in its various incarnations shows that more public debate about the policy issues involved is needed. (SK)

ED 341 876 CE 060 533

Leahy, Meredyth A.

The Adult Education Act: A Guide to the Literature and Funded Projects. Information Series No. 347.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—91

Contract—RI88062005

Note—63p.; For a related document, see CE 060 532.

Available from—Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN347:$6.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Adult Basic Education, Competency Based Education, *Demonstration Programs, *Educational Legislation, *Federal Legislation, Government Role, Part Time Faculty, Regional Programs, *Staff Development, State Programs, *Teacher Education

Identifiers—*Adult Education Act 1966, Adult Performance Level

The evolution of the Adult Education Act (AEA) in the last 25 years illustrates the progress of adult basic education (ABE) in the United States. A detailed look at the literature and outcomes of AEA-funded projects provides a sense of the effectiveness of 25 years of federal involvement. The passage of the AEA in 1966 led to the first systematic federally funded efforts for ABE staff training, special demonstration projects, and higher education involvement in ABE. During the 1970s, the U.S. Office of Education (USOE) used discretionary funds to support research efforts such as the Adult Performance Level study and competency-based adult education. A regional approach was spurred by staff development projects in the USOE regions. Although the regional experience revealed conflicts among local, state, and federal priorities, regional projects had a great impact on the professionalization of adult educators. In the late 1970s, USOE left funding of regional projects and staff development to the states. Lower funding levels in the early 1980s and few systematic dissemination efforts led to great variability among the states. Barriers to progress remain: shifts in federal priorities; changes in target population, program sponsors, and curriculum; lack of national standards; and overreliance on part-time and volunteer instructors. Addressing these barriers requires increased full-time positions, "linkers" to bridge the gap between research and practice, improved staff development and teacher training, and research and demonstration projects. (SK)

ED 341 877 CE 060 534

Locke, Don C. Parker, Larry D.

A Multicultural Focus on Career Education. Information Series No. 348.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—91

Contract—RI88062005

Note—45p.

Available from—Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN348: $5.25).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Counseling, Career Development, *Career Education, *Cultural Awareness, Cultural Background, Cultural Differences, *Cultural Pluralism, Ethnicity, Intercultural Communication, Minority Groups, *Multicultural Education, Population Trends

The purpose of this literature review is to illustrate the implications of cultural diversity for career education and development. Discussed first are census data demonstrating the rapid increases in population of such groups as Asians/Pacific Islanders, African Americans, Native Americans, and Hispanics. Differences in world view are explored next, with an explanation of how differences in Locus of Control and Locus of Responsibility are influenced by cultural heritage and life experiences. The relevance for diverse populations of career development theories based on a white male, middle-class population is questioned. Appropriate intervention methods for specific groups, the unique challenges facing culturally diverse women, and communication issues are discussed. The cross-cultural awareness continuum is presented as a tool career personnel can use to gauge their growth in intercultural competence. The levels of the continuum are as follows: (1) self-awareness; (2) awareness of one's own culture; (3) awareness of racism, sexism, and poverty; (4) awareness of individual differences; (5) awareness of other cultures; (6) awareness of diversity; and (7) career education skills/techniques. A system focus on cultural diversity involves two sets of strategies for improving career education/development programming: recommendations for multicultural program content and process strategies to improve multicultural competence. (SK)

ED 342 931 CE 060 475

Kerka, Sandra

Part-Time Students in Higher Education. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—RI88062005

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *Adult Students, *College Students, Educational Finance, Educational Improvement, Educational Trends, Equal Education, Higher Education, Lifelong Learning, *Nontraditional Students, *Part Time Students, Reentry Students, School Holding Power, Student Attrition

The landscape of higher education is being changed by increasing numbers of adult students, most of whom are part time. By 1992, it is predicted that 48 percent of all higher education enrollments would be part time and half of all college students would be over the age of 25. Causes of the trend include shrinking numbers of traditional-age students, greater emphasis on mandatory continuing education, and more jobs affected by technological change. Although adults may be motivated by job/-career change, career enhancement, or personal enrichment, education is only one of many competing priorities. Part-time study may be an adult's only option. Barriers to part-time study for adults include the following: inability to resolve home/work/study conflicts or to organize study time; embarrassment, anxiety, and ambivalence about returning to school; inconvenient scheduling and access to campus services; lack of financial aid; time limits for completing course requirements; and campus rules and regulations designed for traditional-age students. These trends and barriers bring out four areas needing attention: academic assistance and personal advising, financial assistance, access to services, and flexibility. (An annotated bibliography cites 17 print resources. Four resource organizations are listed.) (YLB)

ED 342 932 CE 060 476

Lankard, Bettina A.

Tech Prep. Trends and Issues Alerts.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—RI88062005

Note—3p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), *College School Cooperation, Educational Mobility, Educational Planning, Federal Legislation, Institutional Cooperation, *Integrated Curriculum, Postsecondary Education, Program Implementation, Secondary Education, State Programs, Statewide Planning, Technical Education, *Technology, *Vocational Education

Identifiers—*Carl D Perkins Voc and Appl Techn Educ Act 1990, *Tech Prep

Tech prep is an educational initiative that promotes increased cooperation between local educational agencies and postsecondary institutions. Its intent is to improve the quality of instruction and employment potential of students, particularly those enrolled in general or vocational education. Tech prep's strength lies in the partnership commitment it promotes between academic and technical educators, secondary and postsecondary education institutions, and education and the business community to provide a program competitive with a college prep program that responds more directly to industry's real skill needs. Tech prep is a shift away from a job-skills orientation; the integration of academic and vocational education is emphasized. Other goals of tech prep are ensuring continuity in education and streamlining the transfer process. With funds from the Carl D. Perkins Vocational and Applied Technology Act of 1990, state departments of education are implementing tech prep programs and researching issues that have implications for success of their efforts. (An annotated bibliography lists 17 print resources. Two resource organizations are cited.) (YLB)

ED 345 109 CE 061 462

Thomas, Ruth G.

Cognitive Theory-Based Teaching and Learning in Vocational Education. Information Series No. 349.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—RI88062005

Note—90p.

Available from—Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 349: $8.75).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Cognitive Development, *Cognitive Measurement, *Cognitive Processes, Cognitive Psychology, Cognitive Structures, Educational Assessment, Educational Change, Educational Research, *Learning Theories, Problem Solving, Social History, Teaching Methods, *Thinking Skills, *Vocational Education

Cognitive theory and research are relevant to vocational education. Three theoretical perspectives underlie cognitive theory-based curriculum and instruction: information processing, knowledge structure, and social history. A review of these perspectives in vocational curriculum and instruction suggests that instruction supporting higher-level thinking is a possibility and a reality in vocational education. Instruction and assessment based on cognitive theory tend not to use traditional methods. Although development of assessment approaches lags behind instructional approaches, a more fundamental problem exists in the purposes and meanings of assessment. For example, emphasis in cognitive theory on self-monitoring and self-assessment raises issues of control of assessment. Other difficulties arise in comparing vocational and academic education and interpreting the outcomes. The new understanding of thinking and learning generated by cognitive theory suggests a need for major changes in educational methods, perspectives, and institutions. Barriers to change include the following: (1) vocational education research does not focus on teaching/learning; (2) teachers are not prepared in cognitive methods; (3) school structures hinder cognitive development; and (4) society does not demonstrate that thinking is valued. Vocational education can fulfill its role in cognitive development by providing real-world experiences, changing mind sets about assessment, and systematically researching cognition and vocational education. (200 references) (SK)

ED 346 316 CE 061 406
Kerka, Sandra
Life Cycles and Career Development: New Models. ERIC Digest No. 119.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-92-119
Pub Date—92
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Development, *Career Development, Cultural Background, Cultural Influences, Developmental Stages, Family School Relationship, Human Relations, Interpersonal Relationship, *Life Events, *Models, Sex Role
Identifiers—ERIC Digests, *Life Cycles

Changes in the composition of the work force and changing work values require new life span and career development models that account for individual, gender, and cultural differences in experience. Age/stage models form one school of thought in developmental theory. A major criticism of prevailing theories is that they are based on male experiences. Researchers are questioning the validity of age-linked phases. Schlossberg's more eclectic approach of viewing the adult experience may be more useful in explaining different life/career experiences. The criticisms of existing models point out elements that are needed in revised theories of human development: redefining maturity; importance of attachment; integration of independent and interdependent aspects; relationship elements–the interweaving of the individual, family, and work; charting patterns of productive activity and relationships with others over a time span to reveal life patterns–parallel, steady/fluctuating, and divergent; developing a profile of a generation or cohort based on social, historical, and cultural factors; and cycles of stability and change. (13 references) (NLA)

ED 346 317 CE 061 407
Lankard, Bettina A.
Integrating Academic and Vocational Education: Strategies for Implementation. ERIC Digest No. 120.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-92-120
Pub Date—92
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Education, Career Ladders, *Educational Change, High Schools, *Integrated Curriculum, Magnet Schools, Occupational Clusters, Program Implementation, Technological Literacy, *Vocational Education
Identifiers—ERIC Digests

The integration of academic and vocational education is an educational reform strategy conceptualized by vocational educators, supported by the business community, and articulated by policy makers. Integration may improve the educational and employment opportunities of youth. Integration may offer change in an educational system that is in need of reform. The Southern Regional Education Board presented recommendations for raising the academic and technological literacy of high school graduates: vocational students must combine academic and vocational studies; and general curriculum students must study one or more academic areas in depth. All stakeholders must be involved in making changes necessary for reform: curriculum changes, organizational restructuring, and improved relationships with postsecondary education or employment. Eight integration models are as follows: (1) incorporating more academic content in vocational courses; (2) combining teachers to enhance academic competencies in vocational programs; (3) making academic courses more vocationally relevant; (4) curricular alignment: (5) the senior project; (6) the academy model; (7) occupational high schools and magnet schools; and (8) occupational clusters, career paths, and occupational majors. Several elements of success have been identified: vision and commitment; consistent support; funding resources; teacher autonomy; program evaluation; teacher training; and implementation time. (NLA)

ED 346 318 CE 061 408
Wagner, Judith O.
Job Search Methods. ERIC Digest No. 121.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-92-121
Pub Date—92
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Planning, *Employment Interviews, Employment Qualifications, Guidelines, *Job Application, *Job Search Methods, Newspapers, *Resumes (Personal), Social Support Groups
Identifiers—Employment Agencies, ERIC Digests

Steps in preparing and conducting a job search include the following: (1) developing a resume; (2) locating prospective employers; (3) applying for the job; (4) interviewing; and (5) following through. The two types of resumes are the chronological and the functional. Most application forms require some basic information: name, address, and telephone number; social security number; previous job experience; educational information; and references. Among the most frequently used methods of locating employers are cold calls, networking, newspaper ads, and employment agencies. In applying for a job, the cover letter should be personalized and contain relevant information for the job being applied for. The job interview involves an exchange between people trying to find out whether they can work together to mutual benefit. Advance preparation and knowledge of interview etiquette are important. Follow-up includes a thank-you letter and a phone call. (A bibliography lists 16 examples of the types of materials found at career centers and the public library.) (NLA)

ED 346 319 CE 061 409
Imel, Susan
Reflective Practice in Adult Education. ERIC Digest No. 122.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-92-122
Pub Date—92
Contract—RI88062005
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Educators, Cognitive Processes, Educational Philosophy, Experiential Learning, *Learning Theories, Problem Solving, *Theory Practice Relationship
Identifiers—ERIC Digests, *Reflective Teaching

Reflective practice is a mode that integrates thought and action with reflection. Learning is dependent upon the integration of experience with reflection and of theory with practice. Experience is a basis for learning but reflection is the essential part of the learning process because it results in making sense or extracting meaning from the experience. The stage is set for reflection when "knowing-in-action" produces an unexpected outcome. This outcome can lead to "reflection-on-action" or "reflection-in-action." Reflective practice has both advantages and disadvantages: it can positively affect professional growth but is time consuming and may involve personal risk. Engaging in practice requires both knowledge of practice and awareness of professional and personal philosophy. Because programs take place in settings characterized by ambiguity, complexity, variety, and conflicting values, educators must make choices about the nature of practice problems and how to solve them. The essence of effective practice in adult education is the ability to reflect in action. Reflective practice can be a tool for revealing discrepancies between espoused theories and theories-in-use. The DATA process, which helps engage individuals in reflective practices, consists of four steps: describe, analyze, theorize, and act. (13 references) (NLA)

ED 346 320 CE 061 410
Lankard, Bettina A.
Cooperative Learning in Vocational Education. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—92
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Classroom Techniques, *Cooperative Learning, Education Work Relationship, Group Activities, *Interpersonal Relationship, Learning Activities, Learning Strategies, Postsecondary Education, Secondary Education, *Small Group Instruction, Socialization, *Teaching Methods, *Teamwork, *Vocational Education

Cooperative learning is gaining the attention of vocational educators who must prepare students for employment in a workplace increasingly focused on teamwork. It is a model that provides opportunities for students to explore concepts and develop interpersonal skills that enhance their learning. Research shows that cooperative learning promotes higher self-esteem among students and more positive attitudes toward others. Students who participate in cooperative learning groups are reported to realize greater achievement and greater levels of understanding, to have an ability to absorb content that requires higher levels of thinking, and to be able to retain what they have learned longer. Five elements of small group learning are essential to the process: (1) positive interdependence; (2) face-to-face student interactions; (3) individual accountability; (4) social skills; and (5) group processing. Implementation of cooperative learning strategies requires teacher training and follow-up. The Johnson and Johnson model identifies the decisions involved in planning a cooperative learning group lesson: selecting tasks, determining content and accepted performance level, and selecting social skills students will learn. The teacher may require new skills to manage the classroom. (An annotated listing of 15 print resources is provided.) (YLB)

ED 346 321 CE 061 411
Imel, Susan
Workplace Literacy: An Update. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—92
Contract—RI88062005
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Adult Literacy, Annotated Bibliographies, Basic Skills, *Curriculum Development, Educational Needs, Illiteracy, *Labor Force Development, *Literacy Education, Needs Assessment, On the Job Training, *Program Development, Program Implementation
Identifiers—*Workplace Literacy

Workplace literacy programs have been viewed as the way to raise workers' basic skills so they could perform more effectively in increasingly complex work environments. As these programs have proliferated, so have the number of issues associated with workplace literacy. Some issues are related to assumptions underlying the need for workplace literacy; others have to do with program development and implementation. Many of the issues associated with the assumptions on which the need for workplace literacy programs are based focus on the "language" or vocabulary used to describe this need, language that depicts workers as being deficient or lacking in basic skills. In addition, responsibility and blame for the current economic woes are often placed solely on the workers. A second set of issues is connected to program development and implementation. Nearly every component of workplace literacy programs has affiliated issues, such as curriculum, instructional delivery, assessment, and evaluation. (An annotated listing of 16 print resources and a list of 8 resource organizations are provided.) (YLB)

ED 347 327 CE 061 555

Imel, Susan

Computer-Assisted Instruction in Vocational Education. Practice Application Brief.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—RI88062005

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Oriented Programs, *Computer Uses in Education, Educational Research, *Education Work Relationship, Elementary Secondary Education, *Vocational Education

Computer-assisted instruction (CAI) is becoming more important to vocational education, since at least 2 million schools now have computers, and by the year 2000, 75 percent of jobs may require computer knowledge. A review of the literature about CAI in vocational education produced the following findings: (1) although CAI can be effective in vocational education, its superiority over other methods has not been proven; (2) previous computer experience is advantageous in CAI; (3) access and equity are issues associated with CAI; (4) CAI can be a tool for teaching the applications students will use in industry; (5) CAI is an effective tool for delivering competency-based education; and (6) currently, CAI serves in a secondary role in vocational education classrooms. Some guidelines for effective use of computer-assisted instruction include the following: (1) all instructional staff should be familiarized with CAI; (2) access and equity issues should be addressed; (3) existing curricula should be examined to determined ways to integrate CAI; (4) costs and benefits of CAI should be examined before it is adopted; (5) CAI cannot be the sole source of instructional support; (6) drill and practice programs should be used to provide students with effective learning experiences while allowing teachers to have more time with other students needing extra attention; and (7) the role of CAI in vocational education should be broadened. It is concluded that more research is needed to determine the effectiveness of microcomputers as a tool in vocational education. (14 references) (KC)

ED 347 328 CE 061 556

Kerka, Sandra

Family Literacy Programs and Practices. Practice Application Brief.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—RI88062005

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Adult Literacy, Early Childhood Education, Educational Philosophy, *Educational Trends, *Family Programs, Family Relationship, Family Role, *Intergenerational Programs, *Literacy Education, *Models, Parenting Skills

Identifiers—*Family Literacy

Breaking the continuing cycle of low literacy levels transmitted from one generation to another is the philosophy behind family and intergenerational literacy programs. This Practice Brief describes some of the family literacy program models that are proving effective. It also summarizes strategies and resources that can help practitioners. The brief begins with the issue of the definitions of literacy and purposes of literacy education, pointing out that many program developers and researchers advocate respecting cultural differences and multiple meanings of literacy, and supporting educational achievement without undermining the family as a cultural resource. Effective program models are then described by type of intervention; the four models are: adults direct-children direct services; adults indirect-children indirect services; adults direct-children indirect; and adults indirect-children direct, with examples of each. Strategies for practitioners include determining audience to be served, recruiting through emphasizing the benefits to children, providing high-interest subject matter and guest speakers, and giving literacy program participants suitable recognition. (14 references) (KC)

ED 347 402 CE 061 687

Kerka, Sandra

Multicultural Career Education and Development. ERIC Digest No. 123.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-92-123

Pub Date—92

Contract—RI88062005

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Choice, *Career Development, *Career Education, Communication Skills, Counselor Role, Cultural Background, *Cultural Differences, Higher Education, Locus of Control, *Multicultural Education, Nonverbal Communication, Secondary Education, Self Concept, Socialization, Teacher Role

Identifiers—ERIC Digests, Multicultural Counseling

The purpose of multicultural career education and development is to foster positive self-concepts and career choices regardless of cultural background, encourage understanding of cultural groups' contributions, and develop effective intercultural communication skills. The attitudes, values, opinions, and beliefs with which a person perceives the world are influenced by cultural heritage and life experiences. Different combinations of Locus of Control and Locus of Responsibility affect the formation of world view, which influences self-concept and career choice. Members of a group have different characteristics; people are a product of gender, ethnicity, and individuality. Another difference is nonverbal communication styles. In the examination of techniques for multicultural career development, a key to effective career education and development for diverse groups is the sensitivity and awareness of educators and counselors. The cross-cultural awareness continuum can help them gauge their growth in intercultural competence. Multicultural career development efforts must focus on both individual competence and external forces. Keys to successful multicultural career development are system commitment, a belief that students can learn and want to learn, and recognition of the worth and dignity of all students. (10 references) (NLA)

ED 347 403 CE 061 688

Wonacott, Michael E.

Apprenticeship and the Future of the Work Force. ERIC Digest No. 124.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-92-124

Pub Date—92

Contract—RI88062005

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Apprenticeships, *Employment Patterns, Government School Relationship, Industrial Training, Job Training, Promotion (Occupational), Retraining, School Business Relationship, Skilled Occupations, Training Methods, *Vocational Education, Work Experience Programs

Identifiers—ERIC Digests

One promising practice for improving workplace preparation, apprenticeship, has been effective in preparing skilled workers for the changing needs of the workplace. Apprenticeship is a training strategy with eight components: it combines hands-on training on the job with related instruction; employer needs dictate programs; it is regulated by law; it leads to official credentials; time and money are invested by employer/sponsors; wages are provided during programs; apprentices work under master workers; and apprenticeship involves both written agreements and implicit expectations. Apprenticeship in the United States also provides upgrading and retraining for employed adults. U.S. apprenticeship is not a standardized institution. Programs registered with state or federal agencies offer apprenticeships in approximately 830 occupations. Apprenticeships should be more widely used as a training strategy and should be established in occupations/industries not now considered apprenticeable. Vocational-technical education should be more closely linked to apprenticeship components of earning and learning. The following benefits can accrue: full participation of learning and working is allowed; students understand the big picture; apprenticeships provide pay and advancement while working; work-based learning has an advantage for noncollege-bound youth; apprenticeships offer employer/sponsor benefits; and youth apprenticeships demonstrate the community educational role. The role of the federal government and education should be strengthened to increase program quality. (10 references) (NLA)

ED 347 404 CE 061 689

Lankard, Bettina A.

Total Quality Management: Application in Vocational Education. ERIC Digest No. 125.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-92-125

Pub Date—92

Contract—RI88062005

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Decision Making, Educational Improvement, *Educational Quality, *Educational Strategies, *Participative Decision Making, Problem Solving, *Quality Control, Recognition (Achievement), Standards, *Vocational Education

Identifiers—Customer Services, ERIC Digests, *Total Quality Management

Total Quality Management (TQM) establishes business and industry standards and techniques that ensure the quality of products leaving and reaching firms through continuous actions rather than one final inspection. Deming, Juran, and Crosby, who initiated the process, share a common theme of participatory management. Management participation and attitude, professional quality management, employee participation, and recognition reflect a philosophy making internal and external customer satisfaction as the organization's primary goal. TQM implementation success varies depending upon the strategies employed: "cascade" or "trickle down"; "infection" or "bubble-up"; and "loose-tight." In order for TQM efforts to meet expectations, good tactics and a strong strategic framework should be employed. Five phases are offered to implement TQM in vocational education institutions: commitment; organization development; customer focus; process orientation; and continuous improvement. Improving the quality of products and services is crucial to the public education system. Westinghouse Vocational Technical High School in New York City demonstrates TQM in its Education Quality Initiative. Benefits of TQM philosophy in vocational education programs are the result of attitude change and teamwork. With good facilitation, interdisciplinary cross-functional teams can result in improved communication, increased involvement, improved quality and efficiency, and increased productivity. (NLA)

ED 347 405 CE 061 690

Imel, Susan

Interagency Collaboration: Its Role in Welfare Reform. ERIC Digest No. 126.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-92-126

Pub Date—92

Contract—RI88062005

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Cooperation, At Risk Persons, *Cooperative Planning, Employment Services, Human Services, *Linking Agents, Needs Assessment, Problem Solving, *Teamwork, *Welfare Services

Identifiers—ERIC Digests, Family Support Act 1988

The Family Support Act (FSA) of 1988 provides opportunities for educators to form linkages with other agencies to strengthen families and help them

BEST COPY AVAILABLE

move toward self-sufficiency. The FSA affords professionals chances to forge critical interagency connections and expand the range and capacity of programs for learners at risk. A strategy for forming effective linkages across agencies, particularly at the local level, has six steps. Step one involves assessing the need and climate for interagency partnerships. Unless a perceived need exists for interagency partnerships, they are unlikely to materialize. Step two involves getting started by formulating a tentative rationale, identifying existing linkages, and developing internal administrative support. Step three involves forming a team, identifying and selecting key players, and issuing the invitations. In step four, partners establish a collaborative relationship. The relationship implies organizations' willingness to change the way services are delivered. A plan is developed in step five that establishes joint goals and objectives as well as steps for achieving them. Developing an action plan involves creating an effective planning environment, formulating the plan, and developing administrative support for the plan. Step six, follow up and follow through, includes actions that can ensure the plan is accomplished. (NLA)

CG

ED 340 986 CG 023 943
Walz, Garry R., Ed. Bleuer, Jeanne C., Ed.
Developing Support Groups for Students: Helping Students Cope with Crises.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-56109-040-9
Pub Date—92
Contract—RI88062011
Note—198p.; For Modules 1/2 and Module 3, separately analyzed, see CG 023 944-945.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($16.95; quantity discounts).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Coping, *Crisis Intervention, Elementary School Students, *Elementary Secondary Education, Program Development, Program Implementation, School Counseling, Secondary School Students, *Social Support Groups, Stress Variables
Identifiers—Gulf War

This monograph has been designed to meet the needs of students and schools for viable approaches to the growing stresses they must contend with in today's society. Its purpose is to respond to an expressed need for: (1) a collection of the best available resources on developing student support groups; (2) information on and examples of effectively functioning programs and practice other than support groups; (3) suggestions on how to design and implement programs; and (4) information on already evaluated resources–a way of finding out in advance if a particular resource is what they want. The monograph has been organized as a "kit" of six modules, each of which is capable of standing alone even while being part of a comprehensive program. The articles which make up the bulk of the document are all contained in the first three modules. Module 1 presents six articles designed to help the user broaden his/her perspective on student fears and crises. Module 2 presents 17 articles to help the user identify programs and practices useful in helping students cope with those fears and crises. Module 3 presents seven articles on developing and offering student self-help support groups. Module 4 offers a brief, step-by-step guide to designing and implementing student support programs. Module 5 contains 64 brief abstracts of significant resources. Module 6 lists sources for assistance and consultation. An appendix describes the ERIC system. (ABL)

ED 341 886 CG 023 981
Mohai, Caroline E.
Are School-Based Drug Prevention Programs Working? ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-91-1
Pub Date—31 Dec 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Drug Abuse, Elementary School Students, Elementary Secondary Education, *Prevention, Program Design, *Program Effectiveness, *School Activities, Secondary School Students
Identifiers—ERIC Digests

The effectiveness of many specific drug prevention strategies is not known yet, primarily because of poor program evaluation design. However, evidence has shown that interventions based on the social influence model are effective. Regardless of strategies employed, all prevention programs must start early; involve coordinated efforts with the community; include students, parents, teachers and community members in the planning process; and implement a systematic and comprehensive program. The program should be based on a clear hypothesis; contain different strategies for different populations; and give special attention to the needs of at-risk students. (ABL)

ED 341 887 CG 023 982
Lee, Courtland C.
Empowering Young Black Males. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-91-2
Pub Date—31 Dec 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Black Students, *Counselor Role, Elementary Secondary Education, *Males
Identifiers—ERIC Digests, Self Empowerment

Young black males in contemporary American society face major challenges to their development and well-being. Social, cultural, and economic forces have combined to keep black males from assuming traditional masculine roles. Counselors committed to the cause of black male empowerment can play an active role in promoting developmental initiatives at both the elementary and secondary level. Empowerment interventions for young black males must take into account African and African-/American culture and its crucial role in fostering socialization. Counselors committed to black male empowerment may need to assume the role of educational advocate. (ABL)

ED 341 888 CG 023 983
Robinson, Edward H., III Rotter, Joseph C.
Coping with Fears and Stress. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-91-3
Pub Date—31 Dec 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Anxiety, Elementary School Students, Elementary Secondary Education, *Fear, High Risk Students, Intervention, *Prevention, *School Counseling, Secondary School Students, Stress Variables
Identifiers—ERIC Digests

Children's fears can have a self-preserving and motivational quality or have an inhibiting or debilitating effect. Counselors can use three levels of intervention for the prevention of disturbances related to fear and anxiety. The first of these focuses on developmental guidance and counseling activities designed for all children to develop a sense of control, security, and self-worth. The second level of prevention should focus on higher risk children –those who have been exposed to traumatic events and who are therefore more susceptible to developing fear related problems. Finally, the third level should focus on children who are actually in the process of experiencing fear disturbances and who lack the ability to cope with these fears.

ED 341 889 CG 023 984
Sanborn, Robert
Internationalizing the University Career Center. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-91-4
Pub Date—31 Dec 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Counseling, Career Guidance, Colleges, College Students, *Global Approach, Higher Education, Student Personnel Services, Trend Analysis, *Universities
Identifiers—*Career Centers, ERIC Digests

Internationalization of higher education and of the student services areas within universities is almost certainly a subject to be dealt with now or in the near future. Career centers may be pressed to internationalize sooner than other areas because of student demand. The university career center should respond to this demand and seek to assist students in participating in the global economy. This digest briefly sketches: the development of the program; establishing the need; creating an administrative base; the primary program goals; components of the internationalized career center; possible problems; and societal benefits. (ABL)

ED 341 890 CG 023 985
Griggs, Shirley A.
Learning Styles Counseling. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
Report No.—EDO-CG-91-5
Pub Date—31 Dec 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Cognitive Style, Counseling Services, *Counseling Techniques, *Counselor Role, Elementary School Students, *Elementary Secondary Education, Intervention, Secondary School Students, Student Characteristics
Identifiers—ERIC Digests

The challenge for schools today is to assess the learning style characteristics of each student and to provide teaching and counseling interventions that are compatible with those characteristics. The counselor's role is major–both as a consultant to teachers and as a provider of counseling services. This digest discusses learning style models, diagnosing learning styles, matching learning style preference with appropriate counseling techniques, and the need for counselors to become skilled in consultation with teachers. Counselors across the nation who have implemented learning style approaches have reported positive changes in students' academic achievement and attitudes toward school as a result. (ABL)

ED 341 891 CG 023 986
Huey, Wayne C.
Counseling Teenage Fathers: The "Maximizing a Life Experience" (MALE) Group. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-91-6
Pub Date—31 Dec 91

Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling Services, *Early Parenthood, *Fathers, Intervention, Legal Responsibility, Parent Responsibility, Parent Rights, Resources, *School Counseling, Secondary Education, *Secondary School Students
Identifiers—ERIC Digests, Legal Rights

Most teenage fathers care about what happens to their children and need to be given the opportunity to explore their concerns and feelings; however, they do not usually ask for help on their own. The Maximizing a Life Experience (MALE) program focuses on the goals of helping young men to understand their emotional as well as their legal rights and responsibilities as unwed fathers and to learn about available resources. The program, which consists of eight sessions plus a group evaluation, is described, and it is concluded that school counselors must become more active in responding to the silent cries of the forgotten half of the teenage pregnancy problem. (ABL)

ED 341 892 CG 023 987
Mohai, Caroline E.
Peer Leaders in Drug Abuse Prevention. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-91-7
Pub Date—31 Dec 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Drug Abuse, Elementary School Students, *Elementary Secondary Education, *Peer Counseling, *Prevention, Secondary School Students
Identifiers—ERIC Digests

Although peer leaders have been effectively assisting school staffs since the 1960s, they have recently assumed their most critical role to date. Peer leaders are leading other students through drug prevention curricula, particularly those based on the Special Influence Model (SIM), which seeks to stregthen students' awareness of and resistance to external pressures exerted by family, friends, and the media, and to internal pressures such as low self-esteem that can lead youth to drug use. In addition, peer leaders are serving as prevention program administrators and often are taking the leadership in developing alternative drug-free school and community activities. (ABL)

ED 347 470 CG 024 454
Bobby, Carol L.
CACREP Accreditation: Setting the Standard for Counselor Preparation. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-4
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, *Accreditation (Institutions), Accrediting Agencies, *Counseling, Counselors, *Counselor Training, Evaluation Methods, Higher Education, Institutional Evaluation
Identifiers—*Council for Accred of Counsel and Relat Educ Prog, ERIC Digests

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is a specialized accrediting body created by the American Counseling Association (ACA) and its membership divisions to provide a nationally based standards review process for the counseling profession's graduate level preparation programs. Accreditation of counseling programs includes five stages: (1) self-examination; (2) a report addressing how the program meets standards; (3) on-site visit by team; (4) rendering of accreditation decisions by CACREP board; and (5) submission of interim reports and annual surveys. CACREP standards provide the guidelines for master's and doctoral level preparation accepted nationally by the counseling profession. Inherent in the accreditation process is continuous evaluation and responsive feedback so that programs and the profession remain current with the problems faced by entering professionals. (ABL)

ED 347 471 CG 024 455
Crouch, Toni Walz, Garry R.
CHDF-Partner in Professionalism. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-5
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counseling, Counselor Role, *Counselors, *Individual Development, Organizational Objectives, Professional Development, Publicity, Research
Identifiers—*Counseling and Human Development Foundation, ERIC Digests

The Counseling and Human Development Foundation (CHDF) is the only national philanthropic organization whose sole purpose is the enhancement of individual human development by conducting and fostering programs of research and education in counseling and human development. A 1991 review decided future focus of resources should be on research, professional development, and public awareness/recognition. The research agenda for the 90s concentrates on advocacy research which documents what professional counselors do thus demonstrating the advantages of employing professional counselors and efficacy/outcome research which answers two basic questions: What works? What works best? CHDF's efforts in the area of professional development will focus on expanding professional counselors' skills and understanding of research techniques and grant review procedures. To increase public awareness of the important role of professional counselors, CHDF will develop and implement a Community Disaster Response Program aimed at mobilizing counseling support in times of crisis, such as war, hurricanes, and riots. (ABL)

ED 347 472 CG 024 456
Clawson, Thomas W. Wildermuth, Victoria
The Counselor and NBCC. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-6
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Certification, *Counselors, Counselor Training, Testing, Trend Analysis
Identifiers—ERIC Digests, *National Board for Certified Counselors

The National Board for Certified Counselors (NBCC) is the largest counselor certification agency in the U.S. and is widely recognized as a national credential based upon training, experience, and performance on a written examination. NBCC has developed two examinations: the National Counselor Examination (NCE) and the National Career Counselor Examination (NCCE). Currently, both examinations are knowledge-based and NBCC relies on the candidate's experience and supervision as competency checks. A revised NCE will be competency-based. A new clinical counseling examination is also under development. As state licensure for counselors becomes commonplace, national credentialing becomes even more important because: (1) National certification is broader than state licensure; (2) State licensure is subject to the politics of the state; (3) National certification provides referral sources across state lines; and (4) Most state licenses do not provide for a license in a specialty. (ABL)

ED 347 473 CG 024 457
Walz, Garry R. Bleuer, Jeanne C.
ERIC/CAPS-Expanding Counselor Choice. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-7
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Information, *Counseling, *Counselors, *Databases, Education
Identifiers—*ERIC Clearinghouse on Counsel and Personnel Serv, ERIC Digests

The Educational Resources Information Center (ERIC) is a national information network designed to provide users with ready access to education literature. One of the clearinghouses is the ERIC Counseling and Personnel Services Clearinghouse (CAPS). Established at The University of Michigan in 1966, CAPS was one of the original ERIC clearinghouses. Topics covered by CAPS include: the training, supervision, and continuing professional development of counseling, student services, and human services professionals; counseling theories, methods, and practices; the roles of counselors, social workers, and psychologists in all educational settings at all educational levels; career planning and development; self-esteem and self-efficacy; marriage and family counseling; and mental health services to special populations such as substance abusers, pregnant teenagers, students at risk, public offenders, etc. CAPS can help counseling professionals find the information they need, give worldwide visibility to articles and resources that counselors produce, provide counselors with high quality, low-cost resources, and introduce counselors to CAPS information tools such as CounselorQuest and Treasure Chest. (ABL)

ED 347 474 CG 024 458
Richmond, Lee J. Remley, Theodore P.
Counselor Membership in ACA. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-8
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselors, *Group Membership, Professional Development, Professional Services
Identifiers—*American Counseling Association, ERIC Digests

The professional society for counselors is the American Counseling Association (ACA). All individuals who offer or supervise professional counseling services or educate counselors should be ACA members. ACA provides members with access to new information through publications, professional conferences, and professional services. Membership in ACA allows counselors to continue their education and discharge their professional responsibilities. As a strong advocate for the counseling profession, ACA maintains an active government relations program at national, state, and local levels, educating legislators and governmental agency administrators regarding the positive contributions professional counselors make to society. Actions or policies that discriminate against counselors as a professional group are challenged and opportunities are sought to promote public recognition and support of counselors. (ABL)

ED 347 475 CG 024 459
Wittmer, Joe
Valuing Diversity in the Schools: The Counselor's Role. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-9
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Skills, *Counselor Role, Cultural Awareness, *Cultural Differences, Elementary School Students, Elementary Secondary Education, *School Counseling, School Counselors, School Guidance, Secondary School Students, Self Concept
Identifiers—*Diversity (Student), ERIC Digests

The valuing of diversity can be taught to others and should be a major part of any school's comprehensive guidance program. In the valuing diversity model ASK, "A" stands for awareness of self and others; "S" stands for sensitivity and skills; and "K" stands for knowledge cultures different from one's own. School counselors hold the key to the teaching and the valuing of diversity. They know how to communicate effectively with others regardless of their or the other person's cultural background. They are skilled in how to "tune in to" the feelings of others, how to put the speaker at ease by clarifying the content of what was just said, how to show interest in others through the use of open-ended questions, etc. Through structured guidance and counseling approaches all students and teachers can be taught these facilitative communication skills. (ABL)

ED 347 476 CG 024 460
Benshoff, James M.
Peer Consultation for Professional Counselors. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-10
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Consultants, *Counselor Performance, *Counselors, *Peer Relationship, Supervision, Supervisory Methods
Identifiers—ERIC Digests, *Peer Consultation (Supervision)

The importance of extensive, high-quality counseling supervision has become recognized as critical to learning, maintaining, and improving professional counseling skills. Peer consultation models offer counselors a viable adjunct or alternative experience to traditional approaches to counseling supervision. Research provides accumulating support for the value of peer consultation/supervision experiences for professional counselors.The Structured Peer Consultation Model (SPCM) was developed to provide counselors and counselor trainees with feedback and assistance in developing their counseling skills and implementing them effectively with clients. In SPCMs, peers work together in dyads to provide regular consultation for one another. Although SPCMs include many traditional supervision activities (goal setting, tape review, and case consultation), the emphasis is on helping each other to reach self-determined goals, rather than on evaluating each other's counseling performance. (ABL)

ED 347 477 CG 024 461
Allen, Jackie M.
Action-Oriented Research: Promoting School Counselor Advocacy and Accountability. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-11
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Role, Elementary Secondary Education, *Research Methodology, *Research Needs, *School Counseling, *School Counselors
Identifiers—ERIC Digests

There are numerous benefits to be gained by the school counselor who chooses to do action-oriented research. Program evaluation and planning are facilitated through the use of measurable student outcomes obtained through action-oriented research. Collaborative research efforts are made possible by data gained through action-oriented research. Practical action-oriented research is the basis for proactive public relations for school counselors and school counseling. School counselor efficacy is enhanced by action-oriented research which documents the value, effectiveness, and necessity of school counseling programs. Action-oriented research may serve as the basis for grant applications and legislative efforts to improve and expand school counseling programs or mandate K-12 developmental school counseling. Research is a proactive professiona activity which will contribute to the accountability, advocacy, and advancement of school counseling. (ABL)

ED 347 478 CG 024 462
Harris-Bowlsbey, JoAnn
Building Blocks of Computer-Based Career Planning Systems. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-12
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Counseling, *Career Information Systems, *Computer Oriented Programs, Counseling Services
Identifiers—*Computer Assisted Career Guidance, ERIC Digests

Computer-based career planning systems have been a reality for 25 years. Over this time span, the technology has changed dramatically-from very expensive, slow, low-storage mainframe computers to low-cost, fast, high-storage microcomputers. Similarly, the presentation made possible by the technology has changed from screens without color packed with text to screens with color, high-resolution graphics, and less text. However, the basic content of comprehensive computer-based career planning systems has changed far less. The first component is a hidden skeleton or outline which expresses the developer's concept of what individuals need in order to accomplish developmental tasks or make informed career decisions. The second component is assessment tools. Assessment data may be acquired by taking inventories on-line or entering results from print form inventories. The third component is databases. These are files of frequently-updated and accurate information about such things as occupations, schools, financial aid, etc. The fourth component is search strategies to help users quickly identify options as well as get detailed information about them. By modifying any or all of these components, substantially different systems can be assembled for a broad variety of populations and settings.(ABL)

ED 347 479 CG 024 463
Peterson, Marla Poppen, William
Challenges to and Censorship of School Guidance Materials. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-13
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Freedom, *Censorship, Elementary Secondary Education, School Counseling, *School Counselors, *School Guidance
Identifiers—ERIC Digests, *Guidance Materials

Rights of the many must be protected and rights of the minority must be accommodated. To achieve this end, school counselors must know why challenges to school guidance materials are occurring and the pivotal issues which accompany these challenges. Counselors must assure that developmental guidance programs are based on sound educational practices and that responsible actions are taken if a challenge occurs. The pivotal issues surrounding challenges to school guidance materials and programs can be reduced to two important questions: (1) Who determines what school guidance materials are used in public school? and (2) Is the role of schools seen primarily as a place where diverse ideas should be presented and explored or is the role of schools to be primarily that of transmitting community values? (ABL)

ED 347 480 CG 024 464
Casey, John A.
Counseling Using Technology with At-Risk Youth. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-14
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computers, Elementary Secondary Education, *High Risk Students, *School Counseling, *School Counselors, Technology, Video Games
Identifiers—*Computer Assisted Counseling, ERIC Digests

Current trends in technological developments suggest that home entertainment video games and educational learning software are on convergent paths. Astute educators have identified these technologies as effective for student motivation and have integrated them with traditional curricula to reduce at-risk behavior. Counselors who identify and implement effective uses for technology are likely to maintain their positions during the current educational restructuring movement. Counselors report promising use of technology in relationship building, needs assessment, and intervention. Advantages associated with the use of technology in counseling at-risk youth include: positive associations with video game technology; covert learning without the normal resistance to overt educational approaches; multisensory approaches to learning using visual, auditory, and kinesthetic learning modalities; and individualized learning which allows realistic goal setting and encourages retrial of failures without group embarrassment. Pitfalls to consider include: unappealing software, older computers, too many students per computer, inadequate staff training, depersonalization, and ethical, moral, and practical issues associated with technology and counseling. (ABL)

ED 347 481 CG 024 465
Krumboltz, John D.
Challenging Troublesome Career Beliefs. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-18
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beliefs, *Career Counseling, Careers, *Client Characteristics (Human Services), *Counseling Techniques
Identifiers—ERIC Digests

There are three steps to challenging troublesome career beliefs: identifying the troublesome belief; considering alternative ways to viewing the underlying problem; and taking action incompatible with the troublesome belief. Each of these steps includes techniques which empower clients by providing them with information or enabling them to make their own discoveries. The Career Beliefs Inventory (CBI) (Krumboltz, 1991) allows counselors to open up important areas typically ignored in traditional forms of career counseling, e.g., ways of responding to the possibility of failure. Counseling techniques to help clients consider alternative views include: reframing the problem; countering a troublesome belief; defining a manageable problem; using humor for perspective; and discovering disconfirming evidence. Techniques to help clients take action include: roleplaying; cognitive practicing; and behavioral practicing. (ABL)

ED 347 482 CG 024 482
Hinkle, J. Scott
Family Counseling in the Schools. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-15
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counselor Role, Counselor Training, Elementary Secondary Education, *Family Counseling, *School Counseling, *School Counselors
Identifiers—ERIC Digests

School counselors are beginning to find family counseling an effective and needed skill. Moreover, family counseling represents a distinctive alternative for resolving persistent problems in the schools. Re-training opportunities for school counselors wanting to engage in family counseling have been limited. With appropriate training, administrative support, and flexible work hours, school counselors can provide an effective and efficient service to children, their families, and the schools. (ABL)

ED 347 483 CG 024 483
Benshoff, James M. Lewis, Henry A.
Nontraditional College Students. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-16
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *College Students, Higher Education, *Nontraditional Students, Student Needs, *Student Personnel Services
Identifiers—ERIC Digests

Nontraditional college students are causing institutions of higher learning to re-think the focus of academic and student affairs programs. Nontraditional students have needs that differ from traditional-age students. The willingness of institutions to modify existing programs and develop new services geared to adult populations will have a positive impact on their ability to attract, serve, and satisfy the educational needs of adult students. (ABL)

ED 347 484 CG 024 484
Hinkle, J. Scott
School Children and Fitness: Aerobics for Life. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-17
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Role, Elementary School Students, Elementary Secondary Education, Lifetime Sports, *Physical Education, *Physical Education Teachers, Physical Fitness, Running, *School Counseling, *School Counselors, Secondary School Students, *Teacher Role, Well Being
Identifiers—ERIC Digests

Physical activity engaged in as a child can encourage fitness throughout the lifespan. School counselors and physical education teachers can invest in multi-intervention programs that encompass the psycho-physiological spectrum of children within the schools. Together, school counselors and physical educators can play an active role in the development of lifelong fitness for children by encouraging, supporting, developing, and implementing creative aerobic running programs in the schools. (ABL)

ED 347 485 CG 024 485
Hackney, Harold
Differentiating between Counseling Theory and Process. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-19
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling Objectives, *Counseling Techniques, *Counseling Theories, Counselor Client Relationship, Decision Making, *Intervention
Identifiers—ERIC Digests

Theory can be used to define the nature of the relationship between the counselor and the client, to conceptualize the nature of the presenting problem(s), and to define the resulting counseling goals or desired outcomes. From an integrative perspective the choice of therapeutic intervention is made by relating the intervention directly to the nature or character of the problem being addressed. Counseling interventions tend to fall into four broad categories: affective, cognitive, behavioral, and systemic. (ABL)

ED 347 486 CG 024 486
Gelatt, H. B.
Positive Uncertainty: A Paradoxical Philosophy of Counseling Whose Time Has Come. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-20
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Agents, *Change Strategies, *Counseling Techniques, *Counseling Theories, *Counselor Role
Identifiers—ERIC Digests, Positive Uncertainty

Positive Uncertainty is a flexible, ambidextrous approach to managing change, which encourages the use of both the rational and intuitive mind, and incorporates techniques for both making up one's mind and changing it. Positive Uncertainty, as a new philosophy for counseling, will require a paradigm shift for counselors. It is possible that a new vision of counseling can lead to new counseling strategies and that Positive Uncertainty can be a stimulus for such exploration. (ABL)

ED 347 487 CG 024 487
Bloland, Paul A.
Qualitative Research in Student Affairs. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-21
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, *Counselors, Higher Education, *Qualitative Research, *Research Methodology, *Research Needs, *Student Personnel Services, *Student Personnel Workers
Identifiers—ERIC Digests

For student affairs, a professional field heretofore dominated by the positivistic design structure imposed by quantitative research methodology and traditional graduate research courses, an increased utilization of an alternative methodology, the qualitative, would lead to a greatly expanded range of researchable questions. The use of qualitative research approaches can greatly expand the breadth and depth of the understanding of the student in higher education as a developing participant in his or her own learning process. (ABL)

ED 347 488 CG 024 488
Morgan, James I.
Accreditation of College and University Counseling Services. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-22
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accreditation (Institutions), Accrediting Agencies, *Counseling Services, Higher Education, School Counseling
Identifiers—ERIC Digests

Accreditation of counseling services on college campuses is a relatively recent development. These areas are covered in accreditation standards: relationship of counseling center to college community; counseling service roles; ethical standards; counseling service personnel; related guidelines; and multiple counseling agencies. As public accountability continues to become more important and as the professionalism movement continues, one clear way to establish at least minimal standards for counseling services is for an agency to seek and achieve accreditation. (ABL)

ED 347 489 CG 024 489
England, Joan T.
Building Community for the 21st Century. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-23
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community, Community Characteristics, *Counselor Role, Counselors
Identifiers—ERIC Digests

Community is a state of being together in which people lower their defenses and learn to accept and rejoice in differences among people. The characteristics of true community are true inclusivity; no one is exclusive or excluded. People are social creatures who desperately need each other not only for company but for meaning in their lives. Counselors are the "human concern providers" to their communities. (ABL)

ED 347 490 CG 024 490
Maples, Mary Finn
Consulting with the Judiciary: A Challenging Opportunity for the Counselor Educator. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-24
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Consultants, *Consultation Programs, *Counselor Educators, Counselor Role, *Counselors, *Judges
Identifiers—ERIC Digests

A form of consultation called staff development or in-service training is the clearest definition of counselor consultation with the judiciary. The role of the counselor educator is uniquely appropriate to meet the needs of judges. The ability to effectively utilize a variety of media is most appealing to judges. The knowledge base of counseling can contribute significantly to the work of judges, particularly juvenile and family court judges. (ABL)

ED 347 491 CG 024 491
Perry, Nancy S.
Educational Reform and the School Counselor. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-25
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Agents, Change Strategies, *Counselor Role, *Educational Change, Elementary Secondary Education, School Counseling, *School Counselors
Identifiers—ERIC Digests

School counselors have always considered themselves to be change agents. Historically, that change has been related to helping an individual become aware of behaviors or attitudes that might be affecting his/her success and then guiding that individual into new ways of acting or thinking. This skill is transferable to affecting change in the learning environment or the school climate. School counselors need to position themselves as facilitators of that change. Reform approaches in which school counselors can become involved include: site-based management; privatization of schools; and restructuring within schools such as team teaching, flexible scheduling, integrated learning, and cooperative learning. (ABL)

ED 347 492 CG 024 492
O'Bryant, Beverly J.
Marketing Yourself as a Professional Counselor. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-26
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling Services, *Counselors, *Marketing, Professional Development, Public Opinion, Public Relations
Identifiers—ERIC Digests

Marketing is a venue which could help establish counselors in the public consciousness so that a multitude of other publics become counselor advocates and articulate that professional counselors are skilled deliverers of services. Marketing strategies include: walking, talking, and acting proud of self as a professional; taking pride in total appearance; taking advantage of self-enhancement opportunities; displaying professional office decorum; designing something to market and marketing the outcomes; joining professional organizations; articulating the positive; marketing specifics; and being politically astute. (ABL)

ED 347 493 CG 024 493
Miller, Juliet V.
The National Career Development Guidelines. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-27
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Development, *Career Guidance, *Competency Based Education, Elementary Secondary Education, Financial Support, State Programs
Identifiers—ERIC Digests, *National Career Developmental Guidelines

The National Career Development Guidelines is one of several initiatives that has supported the expansion of state-level career development capacity and comprehensive, competency-based career guidance programs in various local program settings. This initiative, sponsored by the National Occupational Information Coordinating Committee (NOICC), has provided leverage funding to states to support the development and improvement of comprehensive career development programs. The Guidelines focus on three broad areas of program excellence including program participant competencies, organizational capabilities, and personnel requirements. Participant competencies and indicators are organized around three areas including self-knowledge, educational and occupational exploration, and career planning. Elementary, middle, high school, and adult levels are addressed. (ABL)

ED 347 494 CG 024 494
England, Joan T.
Pluralism and Education: Its Meaning and Method. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-28
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Multicultural Education, *School Role
Identifiers—ERIC Digests, *Pluralism

Pluralism can be defined as a society in which members of diverse ethnic, racial, religious, and social groups maintain participation in and development of their traditions and special interests while cooperatively working toward the interdependence needed for a nation's unity. Pluralism is being practiced, taught, and expanded in community, preschool, elementary, high school, and college campus programs. (ABL)

ED 347 495 CG 024 495
Bloland, Paul A.
The Professionalization of Student Affairs Staff. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-29
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, Higher Education, *Student Personnel Services, *Student Personnel Workers
Identifiers—ERIC Digests

It is time for the field of student affairs to put aside its four-decade preoccupation with professional status and recognize that its identity as a field is essentially an administrative convenience linked by an allegiance to a common philosophical perspective on its work and by nature of its clientele and the milieu in which it is practiced. Attention should be turned to the development of a fully professional staff, one that is highly educated and motivated to serve its student clientele. (ABL)

CS

ED 337 761 CS 010 738
Robinson, Richard D.
Teacher Effectiveness and Reading Instruction.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-25-X
Pub Date—91
Contract—RI88062001
Note—106p.; Published in cooperation with EDINFO Press.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($12.95 plus $3.00 postage and handling).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Classroom Environment, Classroom Techniques, Elementary Education, Family Influence, *Reading Instruction, *Reading Research, *Reading Teachers, *Teacher Effectiveness, Teacher Expectations of Students
Identifiers—Reading Management

Recognizing that classrooms are complex settings in which effective teaching cannot be the end result of merely following a list of rules and regulations, this monograph provides practicing reading teachers with appropriate information based on current teacher-effectiveness research so that they can be informed by the best of current thinking to make the most intelligent and useful decisions about their classroom reading programs. Chapters in the monograph are: (1) "The Effective Reading Teacher"; (2) "Effective Classroom Management for Reading"; (3) "Teachers' Expectations"; (4) "Establishing an Effective Environment for Reading"; (5) "Effective Reading Development: The Role of the Home"; (6) "Effective Reading Instruction and the Special Learner"; and (7) "Effective Reading Teachers: They DO Make a Difference." Each chapter concludes with a section entitled "You Become Involved" in which statements or questions are posed to help teachers apply the information to their own situation. Seventeen notes are included; a 97-item annotated bibliography of recent research in the ERIC database on teacher effectiveness is attached. (RS)

ED 337 762 CS 010 739
Reading: Middle and Secondary. Special Collection Number 7.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062001
Note—85p.; Published in cooperation with EDINFO Press.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Computer Uses in Education, *Content Area Reading, Cooperative Learning, *Family Involvement, Intermediate Grades, Middle Schools, Reading Aloud to Others, Reading Comprehension, Reading Diagnosis, Reading Improvement, Reading Material Selection, Reading Writing Relationship, Secondary Education, Two Year Colleges, Vocabulary Development
Identifiers—Trade Books

This ERIC/RCS Special Collection contains 10 or more Digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics–annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on reading in the middle and high school, and includes material on reading aloud to students, reading-writing relationships, reading across the curriculum, improving reading comprehension, computers and reading instruction, selecting reading materials, family involvement, and reading assessment. The collection also includes information on content area reading, cooperative learning and reading, trade books in the classroom, administrators and the reading program, and vocabulary instruction. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), an order form, and information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

ED 337 805 CS 213 065
Literature. Special Collection Number 8.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062001
Note—85p.; Published by EDINFO Press.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Adolescent Literature, Childrens Literature, Elementary Secondary Education, English Instruction, *Literature Appreciation, Multicultural Education, Poetry, Reader Response, Reading Aloud to Others, *Reading Instruction, *Reading Material Selection, Vocabulary Development, *Writing Instruction
Identifiers—Trade Books

This ERIC/RCS Special Collection contains 10 or more Digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics–annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on literature–helping students to understand and appreciate it, and using literature to improve reading and writing skills. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), an order form, and information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

ED 339 029 CS 010 775
Student Literacy. Special Collection Number 12.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062001
Note—67p.; Also published by EDINFO Press.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Beginning Reading, Elementary Secondary Education, *Family Involvement, High Risk Students, Informal Reading Inventories, Literacy, Reading Aloud to Others, *Reading Instruction, Reading Writing Relationship, Writing (Composition)
Identifiers—ERIC Digests

This ERIC/RCS Special Collection contains 10 or more Digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics–annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on reading, writing, speaking, and listening–all the elements that make up literacy in the language arts. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS); an order form; and information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

ED 339 044 CS 213 099
Smith, Carl B., Ed.
Alternative Assessment of Performance in the Language Arts: What Are We Doing Now? Where Are We Going? Proceedings of a National Symposium (Bloomington, Indiana, August 27, 1990).
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; Phi Delta Kappa, Bloomington, Ind.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-24-1
Pub Date—91
Contract—RI88062001
Note—315p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($21.95 plus $3.00 postage/handling).
Pub Type— Collected Works - Proceedings (021) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—*Educational Assessment, Elementary Education, Instructional Improvement, *Language Arts, *Standardized Tests, *Whole Language Approach
Identifiers—*Alternative Assessment, *Educational Issues

This book presents the complete proceedings (written presentations as well as transcriptions of oral presentations and group discussions) of a national symposium on alternative assessment in the language arts. Oral presentation titles are: "Current Issues in Alternative Assessment" (Roger Farr); "Whole Language and Evaluation: Some Grounded Needs, Wants, and Desires" (Jerome Harste); "State Policy and Authentic Writing Assessment" (Diane S. Bloom); and "Alternative Assessment in Columbus, Ohio: What We're Doing Now (Not Much); What We're Going To Be Doing (A Lot More)" (Bert Wiser and Sharon Dorsey). Written presentation titles are: "Alternative Assessment in Language Arts" (Roger Farr and Kaye Lowe); "Assessing Whole Language: Issues and Concerns" (William P. Bintz and Jerome C. Harste); "State Policy and 'Authentic' Writing Assessment" (Diane S. Bloom); and "Alternative Assessment in Reading and Writing: What We're Doing and What We'd Like To Do in Columbus Public Schools" (Bert Wiser and Sharon Dorsey). Group session titles are "What Are the Implications for Instructional Materials in Alternative Assessment?"; "What Are the Connections between the Theory and Politics of Alternative Assessment?"; "What Are the Theoretical Issues Involved in Alternative Assessment? What Are the Practical Issues Involved? How Can These Issues Be Addressed Together?"; "What Are the Implications for Curriculum Planning When Implementing Alternative Assessment?"; and "How Do Societal Concerns Influence the Development of Alternative Assessment?" The book also includes transcriptions of the comments by six representatives of educational publishers concerning the future of assessment; and, from the concluding session, "Setting the Future Agenda" (Carl B. Smith); and "Apres Symposium: Thoughts on What Happened and Next Steps" (Marilyn R. Binkley). Four appendixes entitled: "Portfolio Assessment: A Survey among Professionals" (Jerry L. Johns and Peggy VanLeirsburg); "Literacy Portfolios: A Primer" (Jerry L. Johns); "How Professionals View Portfolio Assessment" (Jerry L. Johns and Peggy VanLeirsburg); and "Research and Progress in Informal Reading Inventories: An Annotated Bibliography" are attached. (RS)

ED 339 073 CS 507 666
Personal Communication. Special Collection Number 11.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062001
Note—64p.; Also published by EDINFO Press.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Audience Awareness, Class Activities, Communication Apprehension, *Communication Skills, Creative Dramatics, Debate, Elementary Secondary Education, Higher Education, *Interpersonal Communication, *Interviews, Listening Skills, Story Telling
Identifiers—ERIC Digests

This ERIC/RCS Special Collection contains 10 or more Digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics–annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on interpersonal and intrapersonal communication, featuring selections on communication apprehension, debate, creative dramatics, storytelling, and listening skills. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and

BEST COPY AVAILABLE

Communication Skills (ERIC/RCS); an order form; and information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

ED 339 074 CS 507 670
Mass Communication. Special Collection Number 10.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062001
Note—63p.; Also published by EDINFO Press.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Advertising, Class Activities, Communication Skills, Elementary Secondary Education, Ethics, Higher Education, *Journalism, Mass Media Role, *Mass Media Use, Newspapers, Organizational Communication, Television Viewing
Identifiers—ERIC Digests, Religious Broadcasting

This ERIC/RCS Special Collection contains 10 or more Digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics–annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on the field of mass communication (including broadcast and print media, and products such as video tapes, audio tapes, compact disks, and records) and its connections with education. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS); an order form; an information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

ED 340 001 CS 010 781
Siegel, Donna Farrell Hanson, Ralph A.
Prescription for Literacy: Providing Critical Educational Experiences. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-92-01
Pub Date—92
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Improvement, Elementary Secondary Education, Extracurricular Activities, Family Involvement, National Surveys, Parent Participation, Preschool Education, *Reading Achievement, Reading Research, *Student Characteristics, *Student Development, *Student Needs
Identifiers—Educational Issues, ERIC Digests

Two national studies have recently confirmed that specific kinds of educational experiences provided for children by both parents and teachers, from preschool through high school, can make a significant difference in their reading ability as young adults. Both studies analyzed data gathered from 3,959 high school students in 24 school districts across the United States. The Kindergarten Reading Follow-up (KRF) study examined long-term effects on children of being taught to read in kindergarten. The Reading Development Follow-up (RDF) study sought to identify specific kinds of experience that fosters high levels or reading achievement in high school seniors. The results of these two policy studies provide parents, educators, and policymakers with some straightforward guidelines for cultivating literacy development. The implications are clear: students who are provided with more of these specific kinds of experiences across their development will have higher reading achievement levels as young adults than those who have less. (RS)

ED 341 061 CS 213 143
Jenkinson, Edward
A Professor Responds by Computer to the Writing of Elementary Students. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-92-02
Pub Date—92
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audience Awareness, *College School Cooperation, *Computer Networks, Electronic Mail, Intermediate Grades, Junior High Schools, Writing Achievement, Writing Evaluation, *Writing Instruction
Identifiers—ERIC Digests, Indiana, *Writing Conferences

During the summer of 1990, a university English education professor in Indiana responded to the writing of 20 fourth through seventh graders via a computer installed in his home. The students wrote daily anything ranging from a 3-line haiku to 10-20 computer-screen stories. The classroom teacher took the students through the steps in the writing process, suggesting topics and writing modes where appropriate. All of the students' writing was sent daily by computer network to the professor, who responded to each piece. More than half of the students incorporated some, if not all, of the professor's suggestions in their revisions. After responding to 263 pieces of writing, the professor now has no doubts that students at all levels of instruction write more and write better when they can use a computer and when they have an interested audience in addition to the classroom teacher. (RS)

ED 341 111 CS 507 721
Aiex, Nola Kortner
Communication Strategies for Employment Interviews. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-92-03
Pub Date—92
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Skills, *Employment Interviews, Higher Education, High Schools, Job Applicants, Job Application, Skill Development, Speech Communication
Identifiers—*Communication Strategies, ERIC Digests

Intended to help prepare individuals for job seeking, this digest suggests some resources to consult to help improve basic communication skills needed for the interview process. The digest reviews research on teaching interview skills in the classroom, discussing role playing, videotapes, and techniques workshops. The digest also lists practical tips for the interviewee. (RS)

ED 341 954 CS 010 829
Shermis, S. Samuel
Critical Thinking: Helping Students Learn Reflectively.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-28-4
Pub Date—92
Contract—RI88062001
Note—97p.; Also published by EDINFO Press.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($10.95 plus $3.00 postage/handling).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Critical Thinking, *Educational Attitudes, Elementary Secondary Education, Higher Education, Problem Solving, Teacher Role, *Thinking Skills
Identifiers—Educational Issues, *Reflective Inquiry, Reflective Thinking

Based upon the idea that the only hope for substantial curricular reform and for adoption of reflective inquiry in American schools is for teachers to redefine the basic pedagogical concepts that they have inherited, this book discusses how to teach students to reflect upon what they learn in school. The three major sections of the book discuss: (1) reasons why educators still do not teach reflective inquiry; (2) a theory of reflective inquiry; and (3) teachers and students identifying and internalizing problems. Topics in the first section concern barriers to reflective inquiry, philosophical assumptions that prevent reflective thought, teaching as transmission, philosophical absolutes, a semantic analysis, eclecticism, and cultural forces. Topics in the second section concern John Dewey's conception of reflective thinking, what one must know before the process of inquiry begins, thought and emotion, knowledge as a function of a theory of reality, the subjective/objective dualism, knowledge as pluralistic, values as inseparable from knowledge, transmission as the result of a philosophical position, discussion as the heart of inquiry, and what reflective discussion is. Finally, the third section discusses problem-solving and reflective inquiry, a model of reflective teaching in action, and implications of applied critical inquiry for schools. An appendix presenting a brief synopsis of Bloom's taxonomy and a 108-item bibliography are attached. (RS)

ED 341 985 CS 213 146
Pugh, Sharon L. And Others
Bridging: A Teacher's Guide to Metaphorical Thinking.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; National Council of Teachers of English, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-8141-0384-7
Pub Date—92
Contract—RI88062001
Note—154p.
Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 03847-3050: $8.50 members, $11.50 nonmembers); ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($11.50 plus $3.00 postage/handling).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Class Activities, Critical Thinking, Cultural Context, Elementary Secondary Education, Language Arts, *Metaphors, Theory Practice Relationship, Thinking Skills
Identifiers—*Metaphorical Thought

This book provides material and ideas for bringing metaphorical thinking into the classroom in the context of language discussions. It is organized to link the conceptual with the concrete, integrating teaching ideas with discussions concerning the various roles that metaphorical thinking plays in human understanding and communications. The book's first part, "The Nature of Metaphors and Metaphorical Thinking," discusses metaphorical thinking, how metaphors work, and the kinds of comparison involved in metaphorical thinking. The second part, "Personal and Cultural Aspects of Metaphors," deals with metaphors and self-awareness, metaphors and the enabling process, and extending self to cultural awareness. The book's third part, "Critical Aspects of Metaphorical Thinking," discusses metaphor, language, and thought; metaphors in critical reading and thinking; and metaphors and creativity. The fourth section, "A Resource Section for Using Metaphors in the Classroom," deals with strategies for metaphorical teaching, metaphors that help in teaching reading, and the importance of metaphors across content areas. A brief "Conclusion," a 27-item selected and annotated bibliography of books on metaphors and language, and a list of 170 references conclude the document. (SR)

ED 343 136 CS 213 220

Gottlieb, Stephen S.

Clear Writing in the Professions. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-92-04

Pub Date—92

Contract—RI88062001

Note—4p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Awareness, *Business Communication, *Content Area Writing, Higher Education, Medical Education, *Technical Writing

Identifiers—Clarity, Communication Context, ERIC Digests, *Plain English Movement, *Professional Writing, Writing Contexts

This digest presents details of some of the efforts to improve the clarity of written communication in business and the professions. The digest discusses the Plain English movement; writing in professional schools (particularly law and engineering); writing and the medical profesisons; and the public and professional writing. (18 references) (RS)

ED 344 190 CS 010 901

Smith, Carl B. Sensenbaugh, Roger

Helping Children Overcome Reading Difficulties. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-92-05

Pub Date—92

Contract—RI88062001

Note—3p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Dyslexia, Elementary Education, Learning Disabilities, Parent Participation, *Reading Difficulties, *Reading Material Selection, *Reading Strategies, *Remedial Reading, *Self Esteem

Identifiers—ERIC Digests

This digest discusses children with reading difficulties and how these children can be helped to read and learn more effectively. The digest offers a definition and discussion of dyslexia, examines instructional conditions that help the reading comprehension of children labeled as learning disabled, offers suggestions for choosing helpful reading materials, and stresses the importance of a positive attitude on the part of the child. (RS)

ED 345 281 CS 213 348

Brand, Alice G.

Writing Assessment at the College Level. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-92-06

Pub Date—92

Contract—RI88062001

Note—3p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Outcomes Assessment, *Higher Education, High Schools, *Student Evaluation, *Student Placement, *Writing Evaluation, Writing Processes, Writing Skills

Identifiers—Alternative Assessment, ERIC Digests, Process Approach (Writing)

This digest reviews writing assessment–what it means and how it works–at a selected number of colleges and universities in the United States. The digest discusses outcomes assessment, placement testing, placement and the writing process, and end-of-course evaluation. The digest concludes with a brief reminder for college-bound students of what writing specialists look for in determining writing skill: fluency or the amount written; quality and quantity of detail; complexity of ideas; organization; and correctness. (RS)

ED 346 527 CS 507 850

Gottlieb, Stephen S.

The Media's Role in Political Campaigns. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-92-07

Pub Date—92

Contract—RI88062001

Note—4p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Awareness, Audience Response, Debate, *Mass Media Effects, *Mass Media Role, Media Research, News Media, *Political Attitudes, *Political Campaigns

Identifiers—ERIC Digests, *Media Coverage, *Political Advertising, Political Communication, Voters

This digest examines the relationship between the political process and the media. The digest discusses the ramifications of advertising in politics; the role of the televised debate in elections; individual voter characteristics and the media; and media coverage and campaign awareness. Fifteen references are attached. (RS)

ED 347 500 CS 010 760

Teaching Reading and Writing to Special Students. Special Collection Number 9.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—91

Contract—RI88062001

Note—76p.; Also published by EDINFO Press, Bloomington, IN.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Annotated Bibliographies, Computer Uses in Education, Elementary Secondary Education, *English (Second Language), *Gifted, Higher Education, *Learning Disabilities, Reading Aloud to Others, Reading Diagnosis, *Reading Instruction, *Writing Instruction

Identifiers—ERIC Digests

This ERIC/RCS Special Collection contains 10 or more digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics–annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on teaching reading and writing to "special students" (gifted students, students with learning disabilities or physical handicaps, and those who are learning English as a second language). The special collection also deals with the issues of grouping for reading instruction, reading aloud to students, using computers with special students, and reading assessment. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), an order form, and information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

ED 347 511 CS 010 984

Maiorana, Victor P.

Critical Thinking across the Curriculum: Building the Analytical Classroom.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-927516-35-7

Pub Date—92

Contract—RI88062001

Note—184p.; Also published by EDINFO Press.

Available from—ERIC Clearinghouse on Reading and Communication Skills, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($14.95 plus $3 postage and handling).

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Classroom Techniques, *Critical Thinking, Higher Education, High Schools, Methods Research, Student Needs, Teaching Guides, *Teaching Methods, *Thinking Skills

Identifiers—Critical Listening, *Thinking across the Curriculum

Based on the idea that certain critical skills mark the thoughtful person, inform the workplace, and provide for lifelong learning, this book provides classroom teachers with the ability to teach various subjects to students in a manner that simultaneously develops students' critical thinking, reading, writing, listening, and speaking skills. A key purpose of the book is to offer teachers an understanding of how conventional pedagogical practices inhibit the teaching of cognitive skills, and to introduce a methodology for teaching cognitive skills throughout the high school and college curriculum. Chapters are as follows: (1) What Is Critical Thinking across the Curriculum?; (2) What Is the Purpose of Critical Thinking?; (3) Why We Normally Fail To Teach Critical Thinking in the Classroom; (4) Attributes of an Effective Methodology for Teaching Critical Thinking; (5) Introduction to Means-Ends Critical Analysis of Subject Matter (MECA/SM); (6) Fundamentals of MECA/SM Methodology; (7) How to Use MECA/SM Methodology in Your Classroom; (8) Critical Thinking across the Curriculum with MECA/SM; (9) An Invitation; and (10) The Principles of Critical Thinking across the Curriculum: A Manifesto for the Analytical Classroom. A bibliography containing 87 references and an index are attached. (HB)

ED 347 518 CS 011 009

Sensenbaugh, Roger

Reading and Writing across the High School Science and Math Curriculum. Teaching Resources in the ERIC Database (TRIED).

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-927516-29-2

Pub Date—92

Contract—RI88062001

Note—155p.; Co-published by EDINFO Press.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($16.95 plus $3 postage/handling).

Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—Annotated Bibliographies, *Class Activities, *Content Area Reading, *Content Area Writing, High Schools, Journal Writing, Lesson Plans, *Mathematics Instruction, *Science Instruction, Vocabulary Development, Writing Assignments

Identifiers—ERIC

Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans focuses on reading and writing activities for use in the high school science and math classroom. The 43 lesson plans in this book cover writing about science, reading about science, the vocabulary of science, short scientific writing assignments, long scientific writing assignments, and science and the imagination. The book includes an activities chart which indicates the focus and types of activities (such as small group activities, journal writing, poetry, vocabulary development, etc.) found in the various lessons. A 27-item annotated bibliography contains references to research and additional resources. (RS)

ED 347 519 CS 011 028
Johns, Jerry L. And Others
Celebrate Literacy! The Joy of Reading and Writing. Teaching Resources in the ERIC Database (TRIED).
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-30-6
Pub Date—91
Contract—RI88062001
Note—109p.; Also published by EDINFO Press.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($16.95 plus $3 postage/handling).
Pub Type— Guides - Classroom -,Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Class Activities, Computer Assisted Instruction, Elementary Education, Instructional Effectiveness, Lesson Plans, *Literature Appreciation, Parent Participation, *Reading Attitudes, *Reading Games, *Reading Instruction, *Reading Strategies, Reading Writing Relationship, Writing (Composition)
Identifiers—*Reading Motivation

Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans offers practical suggestions to help elementary school students discover the fun involved in becoming and being literate. The 40 lesson plans in the book are divided into sections entitled "Classroom Reading Strategies and Skills; "Reading is about Literature"; "Reading and Other Media"; "Reading Fun and Games"; and "Reading Parties." The book includes an activities chart which indicates the focus and types of activities (such as reading skills, oral language skills, silent reading, parent involvement, writing skills, and cloze procedures) found in the various lessons. A 35-item annotated bibliography contains references to research and additional resources. (RS)

ED 347 553 CS 213 454
Dawkins, John
Punctuation: Less Is More? ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-92-08
Pub Date—92
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Authors, Fiction, *Grammar, Nonfiction, *Punctuation, Writing Improvement, *Writing Instruction, Writing Skills
Identifiers—ERIC Digests, Historical Background, Principles of Learning, *Rule Learning, *Writing Style

Punctuation, the original purpose of which was elocutionary, evolved a syntactic purpose as silent reading became more common. Despite the great similarity of punctuation rules among handbooks and manuals, punctuation has not been completely standardized. Punctuation practices vary from genre to genre, and the "best" fiction and nonfiction writers punctuate according to their needs, not according to the rules. If punctuation is looked at as a process rather than as product–that is, looked at as a matter of writer's intent–only two principles are needed to explain research on punctuation: (1) punctuate only to achieve clarity and/or effectiveness; and (2) use a hierarchy of six marks to show the nature and degree of separation. Systematizing the rules and emphasizing principles promises to make punctuation easier to learn. (RS)

ED 347 572 CS 213 549
Brand, Alice G.
Portfolio and Test Essay: The Best of Both Writing Assessment Worlds at SUNY Brockport. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-92-10
Pub Date—92
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Outcomes Assessment, Higher Education, *Portfolios (Background Materials), Student Needs, Student Placement, Undergraduate Students, *Writing Evaluation, Writing Tests
Identifiers—Alternative Assessment, ERIC Digests, *State University of New York Coll at Brockport

The principal goals of the State University of New York (SUNY) Brockport's large-scale writing assessment are to determine if a writing program actually helps students to write better and, if so, whether that growth can be measured during the college years. Portfolio assessment has become an attractive alternative to single-test essay at SUNY Brockport. If such an assessment technique seems premature at the placement level, once students are on campus portfolios make sense as an outcomes measure. A commonplace phenomenon confounds the writing program at Brockport: well over 1,000 transfer students (with markedly uneven writing skills) enter every year. A second tier of required writing was established at the "rising-junior" (second semester sophomore and incoming transfer students). In the absence of resources to support multiple measures of writing, alternating the single-test essay and portfolio offers the best of both worlds. (RS)

ED 347 508 CS 507 899
Aiex, Nola Kortner Aiex, Patrick
Health Communication in the 90s. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-92-09
Pub Date—92
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advertising, *Audience Awareness, Community Education, Futures (of Society), *Health Education, *Mass Media Role, News Reporting, *Television
Identifiers—ERIC Digests, *Health Communication, Media Coverage, *News Accuracy

This digest addresses the question of health information and reporting in the mass media, focusing on its accuracy and on some researchers' ideas for improving the quality of the health information that is disseminated. The digest discusses accuracy in reporting, the role of commercial television, advertising, and the audiences for health messages. The digest concludes with a list of recommendations for health communication professionals who want to fashion effective health messages for the public. (RS)

EA

ED 335 806 EA 023 331
Gaustad, Joan
Schools Attack the Roots of Violence. ERIC Digest, Number 63.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-91-5
Pub Date—Oct 91
Contract—RI880262004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Crime, *Crime Prevention, Delinquency, Early Intervention, Elementary Secondary Education, *Juvenile Gangs, *School Role, School Security, *Violence
Identifiers—ERIC Digests

Reports of increased violence and crime in the schools suggest that an attack on the roots of violence must accompany work to improve discipline and physical security. Suggestions for schools to actively respond to the problem are offered in this digest. Reasons for the increase of violence and for most schools' reluctance to address the problem are discussed, as well as methods for teaching school nonviolence through prevention programs and early intervention strategies employed by several schools. (11 references) (LMI)

ED 336 845 EA 023 320
Peterson, David
School-Based Management and Student Performance. ERIC Digest, Number 62.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-91-4
Pub Date—Oct 91
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Achievement Gains, *Decentralization, Elementary Secondary Education, Outcomes of Education, *Participative Decision Making, *School Based Management, School Effectiveness, *School Restructuring, Student Improvement
Identifiers—ERIC Digests

The impact of school-based management (SBM) on student performance is examined in this digest. The first part describes school-based management and its potential for improving student performance. A review of research concludes that, overall, school-based management has not contributed to consistent or stable improvements in student performance. Reasons for SBM's insignificant impact are attributed to piecemeal implementation, neglect of classroom instruction and curriculum, and lack of teacher authority. A conclusion is that halfway measures do not result in substantially improved student achievement; true school-based management involves radical restructuring that shifts power and accountability from the central office to the school. (13 references) (LMI)

ED 336 865 EA 023 351
Peterson, David
School-Based Budgeting. ERIC Digest, Number 64.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-A-91-6
Pub Date—Oct 91
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educa-

tional Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Responsibility, *Budgeting, *Decentralization, Elementary Secondary Education, *Participative Decision Making, Principals, School Accounting, *School Based Management
Identifiers—*Central Office Administrator Relationship, ERIC Digests, *School Based Budgeting

School-based budgeting decentralizes fiscal decisions and is usually adopted as part of a comprehensive school-based management plan. The practice requires cooperation, particularly from the school board, superintendent, and principals. The purpose of school-based budgeting is not to reduce costs but to improve school productivity by altering authority relationships within the district. (MLF)

ED 337 843 EA 023 124
Anderson, Mark E.
Principals: How To Train, Recruit, Select, Induct, and Evaluate Leaders for America's Schools.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-106-9
Pub Date—91
Contract—OERI-RI88062004
Note—133p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($8.95, plus $2.50 postage and handling on billed orders).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Administrator Evaluation, *Administrator Selection, Elementary Secondary Education, *Leadership, *Leadership Training, Personnel Selection, *Principals, *Recruitment, Staff Orientation

A comprehensive review of current thinking about the preparation, selection, induction, and assessment of school principals is provided in this digest. Methodology is based on a review of recent literature on the principalship and on interviews with several educators. Following an introduction, the first chapter examines inadequacies of principal training and describes strategies for improvement. The second chapter examines the ways in which principals are recruited and selected, offering suggestions for expanding the applicant pool and for selecting capable candidates. The induction process is examined in the third chapter, which describes problems and offers recommendations for the school district and beginning principal. The fourth chapter discusses the evaluation process, describing confidential feedback strategies and a sample evaluation program. A conclusion is that because the principal is a crucial factor of school effectiveness, school districts must systematically plan for principal preparation, selection, induction, and evaluation. Five tables and one figure are included. (82 references) (LMI)

ED 339 092 EA 023 462
Gaustad, Joan
Identifying Potential Dropouts. ERIC Digest.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-91-7
Pub Date—91
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Dropout Characteristics, Dropout Rate, *Dropout Research, *Dropouts, *Potential Dropouts, Prediction, Secondary Education, Student Attrition, *Withdrawal (Education)
Identifiers—ERIC Digests

An overview of issues and problems in identifying and predicting dropouts is presented in this Digest. The topics discussed are as follows: factors associated with dropping out; defining and calculating dropouts; problems in prediction; the usefulness of current prediction models; and suggestions for improving prediction. The recommendation is made that educators not overlook the majority of potential dropouts who are not obviously "at risk." (9 references) (LMI)

ED 339 111 EA 023 485
Liontos, Lynn Balster
Building Relationships between Schools and Social Services. ERIC Digest Series No. 66.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-91-8
Pub Date—Dec 91
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Cooperation, *Cooperative Planning, Elementary Secondary Education, Intergroup Relations, Networks, Problem Solving, *Public Schools, *Shared Resources and Services, *Social Agencies, Social Services
Identifiers—ERIC Digests

Recommendations for starting a process of collaboration between public schools and social service agencies are offered in this digest. The first step, information gathering, is discussed, as well as strategies for carrying out other stages in the process–selecting, approaching, and meeting with participants; problem solving; and maintaining the relationship. A conclusion is that joint ventures between schools and agencies increases accessibility to services and facilitates interagency communication. (8 references) (LMI)

ED 341 116 EA 023 497
ERIC Digests, 1988-1991: A Compendium of Forty Titles.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-114-X
Pub Date—92
Contract—R188062004
Note—91p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($8.00; $2.50 postage and handling).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrative Principles, Administrator Evaluation, Drug Abuse, *Educational Administration, *Educational Finance, Educational Planning, *Educational Policy, Elementary Secondary Education, Higher Education, High Risk Students, Management Teams, Parent Participation, *Personnel Management, Program Evaluation, Racial Bias, School Based Management, School Choice, School Demography, *School Personnel, School Restructuring, School Safety, *State School District Relationship
Identifiers—ERIC Digests

This compendium contains 40 ERIC Digests published by the ERIC Clearinghouse on Educational Management from 1988 to 1991. Listed alphabetically by title, the digests discuss a wide range of topics related to school management and administrative responsibilities, followed by 8 to 15 references. Topics covered include AIDS/HIV education; evaluation of students, personnel, and academic programs; school finance, accountability, and fiscal policy concerns; school safety and security issues; treatment of racism, sexual abuse, drug abuse, and drug-affected children; programs for at-risk youth and their families; and recruitment of minority teachers. Other topics are changing school demographics; team management, school-based management and school restructuring; policy analysis; strategic planning; teacher and administrator preparation; the state-school district relationship; the role of education; magnet schools; and parental involvement in the education process. Each of these Digests also appears separately in the ERIC database. (MLH)

ED 342 055 EA 023 283
Liontos, Lynne Balster
At-Risk Families & Schools: Becoming Partners.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-113-1
Pub Date—92
Contract—RI88062004
Note—170p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($11.95; $2.50 handling charge on billed orders).
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Elementary Secondary Education, Ethnic Groups, Family Environment, Family Involvement, *Family Programs, *Family School Relationship, *High Risk Students, *Parent Participation, *Parent School Relationship, Participative Decision Making, Preschool Education, Special Needs Students

Help for educators in meeting the challenge of involving parents and extended families of at-risk children is offered in this report. Twenty-eight chapters provide information to help educators communicate with low-income, nonwhite, and non-English speaking parents. Part 1 identifies the at-risk population, the benefits and forms of family involvement, and discusses the schools role in initiating contact. Part 2 examines the components of family/school partnerships–communication, understanding the home atmosphere, preparing children for school, home learning, and empowering parents. Support for families and teachers is described in part 3, and issues relevant to special ages, such as early preschool intervention and high school dropout prevention, are examined in part 4. Special groups are discussed in the fifth part, including rural families, nontraditional parenting arrangements, families with disabled children, and Asian-American, Hispanic, and African-American families. Part 6 examines the process of developing parent/school partnerships through discussions of three topics: elements of successful programs; recruitment; and maintaining parent involvement. A conclusion is that organizational change is gradual, requires collaboration, and is not an end in itself. Forty-six sidebars providing supplementary and illustrative information accompany the text. The appendix contains an annotated list of 14 organizations concerned with at-risk families. (138 references) (LMI)

ED 342 056 EA 023 510
Charters, W. W., Jr.
Understanding Variables & Hypotheses in Scientific Research.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-115-8
Pub Date—92
Contract—RI88062004
Note—53p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($5.95; $2.50 handling charge on billed orders).
Pub Type— Reports - Research (143) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Classification, Educational Administration, *Educational Research, Higher Education, *Hypothesis Testing, *Research Methodology, Research Problems, *Scientific Research
Identifiers—*Variables

The hypothesis is the device scientists use to translate questions, theories, or proposed explanations into a form amenable to empirical research. This edition of W. W. Charter's treatise on clear, conceptual definitions and precise operational hypotheses, which was originally developed to assist students in educational policy and management courses is designed to bring this brief but classic work to a larger audience. Written for novices in research, the manual is a discussion of the ways in

BEST COPY AVAILABLE

which variables and hypotheses appear in research, the functions they serve, and common problems that researchers have with them. It introduces distinctions and rules and procedures for unraveling variables, examining relationships between them, and analyzing hypotheses. The manual contains five chapters. Chapter 1 explains that the hypothesis, in its elementary form, consists of two variables and a specification of the relationship that one expects to hold between them. Chapter 2 introduces the essence of variables using three general terms–objects, properties of objects, and values of a property–and the two modes of variation–kind and degree. Chapter 3 ventures into the subject of relationships between variables. Chapter 4 delves into the "anatomy of the hypothesis" and discusses the unit of analysis, the null hypothesis, and how to locate and dissect hypotheses in published studies. Finally, the last chapter concerns the two major classes of "diseases" that prevent hypotheses from growing into proper form: those that afflict variables and those that attack specifications of relationships. (MLF)

ED 342 107 EA 023 721
Weaver, Tyler
Year-Round Education. ERIC Digest, Number 68.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-92-1
Pub Date—92
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free except for $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Elementary Secondary Education, *Learning Processes, *School Schedules, Student Improvement, *Year Round Schools
Identifiers—ERIC Digests

Schools usually adopt year-round education (YRE) for its cost saving features, but a year-round calendar affects all aspects of a school. The primary educational benefit of YRE is that it facilitates continuous student learning. YRE's effect on the curriculum is more complicated at the secondary level than at the elementary level. While studies rarely show that YRE lessens student achievement, a district's decision to implement or not to implement YRE should include the following considerations: (1) differences in schools; (2) problems caused by offseason vacations; (3) teachers' need for the long summer break to continue their own education; (4) family disruption; (5) community opposition; and (6) year-round administrator burnout. (9 references) (MLF)

ED 343 196 EA 023 592
Conley, David T.
Some Emerging Trends in School Restructuring. ERIC Digest, Number 67.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-91-9
Pub Date—Jan 92
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Change, Elementary Secondary Education, Parent Participation, *Participative Decision Making, *School Restructuring, Teacher Responsibility
Identifiers—ERIC Digests

The vision of school restructuring seems to be taking shape. New themes and patterns in curriculum, instruction, and assessment have begun to emerge in American schools. A new focus on social issues and practical application opens the doors to more community and parent involvement. Teaching strategies are becoming more congruent with the needs, capabilities, and motivations of the learner. Technology is taking a larger role in education, as it provides an interface with sources outside the school, a support for basic skills, and a support for creativity. A new role for teachers and administrators is also evolving and changing to suit specific schools and programs. (12 references) (LAP)

ED 343 233 EA 023 776
Liontos, Lynn Balster
Family Involvement.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISSN-8755-2590
Pub Date—92
Contract—RI88062004
Note—5p.
Available from—National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.50).
Journal Cit—Research Roundup; v8 n3 Spr 1992
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Change Strategies, Cultural Differences, Educational Change, Elementary Secondary Education, *High Risk Students, *Hispanic Americans, *Low Income Groups, Minority Groups, *Outreach Programs, *Parent Participation, Program Evaluation
Identifiers—*Partnerships in Education

Family involvement in schools will work only when perceived as an enlarged concept focusing on all children, including those from at-risk families. Each publication reviewed here is specifically concerned with family involvement strategies concerned with all children or targeted at primarily high risk students. Susan McAllister Swap looks at three parent involvement philosophies and examines effective practices, using Joyce Epstein's five parent involvement categories. Swap argues that a philosophy recognizing home/school/community partnership offers the greatest promise for increasing at-risk children's academic achievement. Don Davies redefines parent participation, based on the work of several pioneers linking such involvement with school reform, and recommends that parent centers and home visitor programs be incorporated into elementary schools. In a review of 17 family education programs aimed at reaching low-income groups, Barbara Dillon Goodson and colleagues find no one program or method best for all at-risk families; the most successful programs are responsive to family differences. Siobahn Nicolau and Carmen Lydia Ramos discuss the reasons Hispanic families must be reached and strategies for organizing and sustaining family involvement with this population. Lynn Balster Liontos, in a report on at-risk family involvement, identifies ways to overcome barriers and suggests specific components needed for forging successful parent-school partnerships. Educators must avoid patronizing such families and realize the importance of empowerment and collaboration. (MLH)

ED 344 329 EA 023 906
Conley, David T.
Five Key Issues in Restructuring. ERIC Digest, Number 69.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-92-2
Pub Date—May 92
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, Change Strategies, *Community Support, *Educational Objectives, Elementary Secondary Education, *High Risk Students, *Outcomes of Education, *Principals, *School Restructuring
Identifiers—ERIC Digests

Five key issues can serve to summarize the complexity of the restructuring process and some of the challenges being faced: (1) developing a vision that unites projects; (2) identifying outcomes that will be assessed; (3) obtaining the active support of the community; (4) redefining the role of principals from power-wielders to facilitators; and (5) changing basic organizational practices to better meet the needs of at-risk students. (10 references) (MLF)

ED 344 342 EA 023 929
Weaver, Tyler
Controlled Choice: An Alternative School Choice Plan. ERIC Digest, Number 70.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-92-3
Pub Date—Jun 92
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Decision Making, *Educational Improvement, Educational Quality, Elementary Secondary Education, *Equal Education, *Ethnicity, *Racial Balance, *School Choice
Identifiers—*Controlled Choice, ERIC Digests

Controlled school choice attempts to provide choice while maintaining ethnic and racial integration. The following elements are found in most controlled-choice plans: (1) any program that is successful in one zone must be replicated in all the other zones; (2) parent information centers are available to help parents make educated choices; (3) low-performing and unpopular schools are assisted in their efforts to improve; and (4) clear assignment criteria are utilized to avoid subjective and unfair assignments. Most controlled-choice districts assign about 75 percent of students to their first choice, and 10 percent to their second choice. Evidence from Cambridge, Massachusetts, indicates that controlled choice has been improving educational quality. (8 references) (MLF)

ED 346 546 EA 023 859
Renchler, Ron
Urban Superintendent Turnover: The Need for Stability.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—92
Contract—RI88062004
Note—13p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Journal Cit—Urban Superintendents' Sounding Board; v1 n1 Win 1992
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Board Administrator Relationship, Dismissal (Personnel), Elementary Secondary Education, Job Satisfaction, *Labor Turnover, Leadership Training, *Occupational Mobility, *Politics of Education, Public Schools, Quality of Working Life, *Superintendents, Supply and Demand, *Urban Schools

In July 1991, 20 superintendents, who are members of the Urban Superintendents' Network, a coalition of educational leaders sponsored by the U.S. Department of Education's Office of Educational Research and Improvement (OERI), participated in a special panel presentation and roundtable discussion entitled "Turnover in the Urban Superintendency: Implications and Ideas for Change." Reporting on the following issues raised and observations made by session participants, this publication: (1) cites data that reveal the average brief tenure of superintendents in urban districts is only 2.5 years; (2) claims that districts have to have a superintendent in position long enough to effect meaningful educational change (lists 25 urban areas that have had superintendent turnover within the past year); (3) provides a case study in Seattle, Washington, of frequent superintendent turnover; (4) observes that superintendents will search for ways to protect themselves from being summarily dismissed; (5) notes how three superintendents view their changing job description; and (6) lists four new programs focusing on superintendent training. The final article is "10 Key Questions for Urban Superintendents," by Lee Etta Powell. Dispersed throughout the issue is a series of recommendations, called "Searching for Solutions," that the participants made for improving and changing a system characterized by high turnover rates. (13 references) (MLF)

ED 346 558 EA 023 972
Renchler, Ron
School Leadership and Student Motivation. ERIC Digest, Number 71.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-92-4
Pub Date—Jul 92
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Educational Environment, Elementary Secondary Education, Goal Orientation, Incentives, *Leadership, *Motivation Techniques, Organizational Climate, *Student Motivation
Identifiers—ERIC Digests

School leaders can generate student motivation by creating an atmosphere where academic success and the motivation to learn are expected and rewarded. Leaders can create a school culture conducive to learning by shaping the instructional climate and using activities and symbols to communicate goals. School restructuring that creates a positive psychological environment also influences student motivation. School leaders can create this environment by establishing policies and programs that: stress goal-setting and self-regulation, offer student choice, reward "personal bests," foster teamwork, and teach time management skills. A school's organizational structure is another influence, which can offer intrinsic rewards and enhance student autonomy. School leadership can also promote motivation by demonstrating a school value system that creates consensus around goals related to motivation and achievement. Lessons from the school leader's personal life and from noneducational settings can also be applied to education. Recognizing and rewarding success in all forms is important. (LMI)

ED 347 617 EA 023 722
Bridges, Edwin M.
Problem Based Learning for Administrators.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-117-4
Pub Date—92
Contract—RI88062004
Note—178p.; Volume prepared with the assistance of Philip Hallinger.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403-5207 ($10.95 plus $3 postage and handling).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Administrator Education, *Cooperative Learning, Elementary Secondary Education, Graduate Study, Higher Education, *Instructional Innovation, *Masters Programs, Motivation, *Principals, *Problem Solving, Program Implementation, Student Role, Teacher Role, Teaching Methods, Theory Practice Relationship
Identifiers—*Problem Based Learning, Stanford University CA

In the Prospective Principals' Program at Stanford University, students are engaged in problem-based learning (PBL), a cooperative, small-group approach providing opportunities to resolve problems likely to confront real-world professionals. To illustrate PBL's background and rationale, chapter 1 briefly describes how the topic of teacher selection might be introduced using traditional, case-method, and PBL approaches. Chapter 2 focuses on the students' role and how instructors can minimize the frustration and difficulties students experience in Stanford's PBL curriculum. Chapter 3 describes a field test of the teacher selection project, focusing on valuable lessons for student and instructor. Chapter 4 explains the instructor's role in PBL and how to deal with potential challenges arising while implementing a PBL project. The fifth chapter contains six student essays to illustrate what students report learning about leadership and various administrative skills. Chapter 6 describes possible obstacles hindering PBL implementation and outlines a strategy for overcoming these impediments. The last chapter focuses on future challenges, including explicating student-centered learning, facilitating administrators' lifelong learning, conducting research on PBL effectiveness, and exploring other PBL contexts for educating administrators. Appendices provide a description of Stanford's PBL program, samples of problem-stimulated learning projects, and a project checklist. (50 references) (MLH)

ED 347 620 EA 023 833
Auriemma, Frank V. And Others
Graying Teachers: A Report on State Pension Systems and School District Early Retirement Incentives.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-118-2
Pub Date—92
Contract—RI88062004
Note—107p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($10.50; $3.00 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Aging in Academia, *Early Retirement, *Educational Administration, Elementary Secondary Education, *Incentives, Personnel Policy, Public Schools, *Retirement Benefits, School Districts, State Legislation, Tables (Data), *Teacher Retirement
Identifiers—*State Pension Plans, *Teacher Pension Plans

Nearly a million teachers will reach retirement age in the next 9 to 11 years. This report presents a complete state-by-state overview of the retirement programs available to America's teachers. Chapter 1 presents the issues of teacher aging, retirement, and early retirement and asks how school districts might effectively manage the retirement and replacement of teachers. Chapter 2 surveys retirement plans in the 50 states and provides information on how to calculate a teacher's pension, with relevant data by state. Chapter 3 looks at local and state programs to entice teachers to retire early. Empirical methods are used to assess the effectiveness of various plans. Case studies of early retirement incentive plans in six districts show how these plans work. Based on conclusions drawn from these data, school officials are advised on how to create, implement, and evaluate an early retirement program. Chapter 4 calls for a national task force on teacher retirement and argues that the future of the teacher retirement system depends on resolving six related issues: (1) threatened financial viability; (2) lack of consistency between local and state policies; (3) lack of portability of plans; (4) lack of system flexibility in investment and withdrawal of funds for teachers; (5) lack of control by teachers as individuals and as a group; and (6) lack of equity among teachers in various districts. (21 tables, 48 references) (MLF)

ED 347 621 EA 023 863
At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services. Volume 5: Attendance Services.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; Linn-Benton Education Services District, Albany, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-119-0
Pub Date—Jul 92
Contract—RI88062004
Note—71p.; For previous volumes, see ED 330 025-026 and ED 332 307-308.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($7.50; $3 postage and handling; quantity discounts).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Agency Cooperation, *Attendance, *Cooperative Planning, Crisis Intervention, Early Intervention, Elementary Secondary Education, *High Risk Students, Prevention, School Community Relationship, *Truancy
Identifiers—*Linn Benton Education Service District OR

Guidelines for responding to immediate crisis situations in attendance and strategies for longterm prevention are presented in this handbook, which stresses the need for interagency cooperation. The handbook serves as a model for both content and process, with the ultimate aim of promoting an arena in which the most appropriate service delivery can occur. Following the introduction, the second section provides information about student nonattendance, examining causes and effects of absenteeism. Immediate considerations for schools are discussed next, such as the identification of truants, assessment, and development of a process model for intervention. Ways to utilize the service district attendance officer are described in the fourth section. The fifth section offers suggestions for developing attendance policy and procedure, and section 6 presents Oregon laws regarding attendance issues. A community resources index and one figure are included. (23 notes; 51 references) (LMI)

ED 347 636 EA 024 076
Liontos, Lynn Balster
Transformational Leadership. ERIC Digest, Number 72.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-92-5
Pub Date—Aug 92
Contract—RI88062004
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cooperative Planning, *Educational Improvement, Elementary Secondary Education, Instructional Leadership, *Leadership, *Leadership Styles, Organizational Climate, *Principals, *Teacher Administrator Relationship, Teacher Supervision
Identifiers—ERIC Digests

This document examines transformational leadership, which focuses on the importance of teamwork and comprehensive school improvement, as an alternative to other modes of leadership. Transformational leadership is contrasted with: (1) instructional leadership, which encompasses hierarchies and leader supervision and usually excludes teacher development; and (2) transactional leadership, which is based on an exchange of services for various kinds of rewards that the leader controls, at least in part. The goals of transformational leadership include helping staff develop and maintain a collaborative, professional school culture; fostering teacher development; and helping teachers solve problems more effectively. Strategies of transformational leadership are described. Results include a positive influence on teacher collaboration, improved teacher attitudes toward school improvement, and altered instructional behavior. However, transformational leadership should be viewed as only one part of a balanced approach to creating high performance in schools. (7 references) (LMI)

ED 347 637 EA 024 078

Gaustad, Joan

Nongraded Primary Education. ERIC Digest, Number 74.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-92-7

Pub Date—Aug 92

Contract—RI88062004

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Board of Education Role, *Continuous Progress Plan, *Educational Change, *Educational Innovation, Flexible Progression, Instructional Effectiveness, Integrated Curriculum, *Nongraded Instructional Grouping, Parent Participation, *Primary Education, Teacher Participation, Teaching Methods

Identifiers—Developmentally Appropriate Programs, ERIC Digests, Kentucky, *Multi Age Grouping

In nongraded education, children of different ages and ability levels are taught together and make continuous progress rather than being promoted once per year. Research studies support nongraded primary education by indicating that young children vary in their rates of intellectual development and learn best through hands-on activities with concrete materials. In addition, participation in mixed-age groups has social and cognitive benefits. Teaching multi-age classes requires more teacher preparation time and knowledge about child development, integrated curriculum, and instructional strategies. The implementation of nongraded education is facilitated by the following: (1) understanding and support by teachers and parents; (2) practical training for teachers; and (3) support by both administrators and school boards. (MLF)

ED 347 670 EA 024 116

Weaver, Tyler

Total Quality Management. ERIC Digest, Number 73.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-92-6

Pub Date—Aug 92

Contract—RI88062004

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

Pub Type— Reports - Evaluative (142) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrative Principles, *Educational Quality, Elementary Secondary Education, *Participative Decision Making, *School Administration, School Business Relationship, *School Restructuring, Student Evaluation, Student Role, Teacher Role

Identifiers—Alaska (Sitka), Deming (W Edwards), Empowerment, ERIC Digests, *Japanese Management Techniques, *Total Quality Management

The Japanese success story has made W. Edwards Deming's Total Quality Management (TQM) theory increasingly popular among American managers, from car manufacturers to educational leaders. TQM is based on two tenets: the primacy of customer satisfaction and the necessity of tapping nontraditional sources (especially employee ideas) to institute quality. TQM creates a quality-promoting environment by advocating workplace changes based on Deming's 14 points, condensed into 4 categories: positive customer relationships, employee empowerment, continual gathering and use of statistical data, and creation of an environment promoting unity and change. Adapting TQM to educational settings means changing teacher and student roles and student evaluation philosophies. At a Sitka, Alaska high school, students track their own progress, influence their own education, and operate their own salmon smoking business. The school downplays grades and standardized tests in favor of continuous evaluation. TQM will fade out unless the principles of gradual transformation and continuous improvement are understood and applied. Businesses are still stressing short-term profits and individual performance over teamwork and customer satisfaction. Although TQM offers no panacea for an ailing educational system, it sheds new light on educational management. (MLH)

ED 347 699 EA 024 293

Lumsden, Linda S.

Getting Serious about Sexual Harassment. ERIC Digest, Number 75.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC

Report No.—EDO-EA-92-8

Pub Date—Oct 92

Contract—RI88062004

Note—3p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Civil Rights, *Compliance (Legal), Court Litigation, Elementary Secondary Education, *Females, *Organizational Climate, Policy Formation, *Sexual Harassment, Work Environment

Identifiers—ERIC Digests

Strategies for dealing effectively with sexual harassment in the educational organization are presented in this document. Identification of the problem is complex, compounded by the context in which it occurs and different male and female perceptions. One starting point for identification is the 1980 federal guidelines passed by the Equal Employment Opportunity Commission (EEOC). Possible effects on an individual experiencing harassment are also described. Implications of some recent legal decisions for schools include the right of victims to sue school districts and colleges and the need to seek policy input from women. Guidelines for adopting a good policy are offered. Steps to prevent sexual harassment, other than through written policies, include developing an organizational climate free from gender inequalities and providing training and education. (11 references) (LMI)

EC

ED 339 164 EC 300 774

Simpson, Richard L. And Others

Programming for Aggressive and Violent Students. Exceptional Children at Risk: CEC Mini-Library.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Report No.—ISBN-0-86586-207-9

Pub Date—91

Contract—RI88062007

Note—53p.; For related document, see EC 300 775-784.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (Stock No. P350: $8.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Aggression, *Behavior Disorders, Elementary Secondary Education, *Interdisciplinary Approach, *Intervention, Models, *Prevention, Resources, *Violence

This booklet provides a synthesis of the literature and practical suggestions on dealing with violence and aggression in the schools. It is designed to help educators develop the skills to become more competent in preventing and responding to aggressive and violent acts. Particular attention is given to application of a transdisciplinary model. The first two sections provide an introduction and synthesis of relevant practitioner-oriented research, including background information on aggression and violence as well as programs and procedures for responding to these problems. The third section focuses on implications for program development and program administration, specifically program ownership, transdisciplinary team member roles, flexible departmentalization, and supportive attitudes. The fourth section provides recommendations for teachers and administrators who work with students who are aggressive and violent, such as facilitating parent involvement, using the case manager system, and establishing a student advocacy program. The final section lists professional literature, advocacy organizations, professional organizations, and programs to help professionals. (90 references) (JDD)

ED 339 165 EC 300 775

Warger, Cynthia L. And Others

Abuse and Neglect of Exceptional Children. Exceptional Children at Risk: CEC Mini-Library.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Special Education Programs (ED-/OSERS), Washington, DC.

Report No.—ISBN-0-86586-208-7

Pub Date—91

Contract—RI88062007

Note—55p.; For related documents, see EC 300 774-784.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (Stock No. P351: $8.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Change Strategies, *Child Abuse, *Child Neglect, *Disabilities, Elementary Secondary Education, Intervention, *Prevention, Program Development, School Role, Teacher Role

This booklet reviews the literature and offers practical suggestions for dealing with exceptional children who are, or are suspected of being, abused and neglected. It describes what is known about child abuse in general and then as it specifically relates to children with disabilities. It examines factors associated with abuse and outlines implications for practitioners and implications for program development and administration. It also offers strategies to assist educators in combating abuse in their schools. The booklet concludes with a list of 85 references and 40 resource organizations. (JDD)

ED 339 166 EC 300 776

Caldwell, Terry Heintz And Others

Special Health Care in the School. Exceptional Children at Risk: CEC Mini-Library.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.; Special Education Programs (ED/OSERS), Washington, DC.

Report No.—ISBN-0-86586-209-5

Pub Date—91

Contract—MCJ-225047; RI88062007

Note—67p.; For related documents, see EC 300 774-784.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (Stock No. P352: $8.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Acquired Immune Deficiency Syndrome, Definitions, *Delivery Systems, *Educational Practices, Educational Technology, Elementary Secondary Education, Head Injuries, Health Needs, Models, School Policy, *Special Health Problems, *Student Needs

This booklet provides a broad-based definition of the population of students with special health needs and offers information about specific subcategories of conditions. These subcategories include traumatic brain injury; pediatric human immunodeficiency virus (HIV), acquired immune deficiency syndrome (AIDS) and AIDS-related complex; and technology-assisted students. The booklet discusses these students' unique educational needs. It includes information about model policies, programs, and practices that have improved the ability of school systems to provide effective programs. Family and student concerns are also addressed. A list of six HIV/AIDS curricula resources and four other resources concludes the booklet. (JDD)

ED 339 167 **EC 300 777**

Heflin, L. Juane Rudy, Kathryn

Homeless and in Need of Special Education. Exceptional Children at Risk: CEC Mini-Library.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Report No.—ISBN-0-86586-210-9
Pub Date—91
Contract—RI88062007
Note—56p.; For related documents, see EC 300 774-784.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (Stock No. P353: $8.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Delivery Systems, *Disabilities, Economically Disadvantaged, Elementary Secondary Education, Family Problems, Federal Programs, *Homeless People, Incidence, Program Development, *Student Needs, *Teaching Methods

This booklet examines the plight of homeless families who have children who need special educational services. It explores the magnitude of homelessness among families, provides empirical descriptions of homeless populations, and identifies factors contributing to the rising incidence of homelessness in the United States. Specific effects of homelessness on children and youth are considered. The booklet also discusses educational implications and documents federal programs that have been enacted to attempt to meet the educational needs of students who are homeless. Implications for teachers in relation to children with special needs and general teaching strategies are provided. Barriers to the provision of educational services are delineated and discussed in terms of their implications for administrators. The final chapter presents recommendations for program development and administration. Resources and contact information for programs are provided at the end of the booklet. (63 references) (JDD)

ED 339 168 **EC 300 778**

MacMillan, Donald L.

Hidden Youth: Dropouts from Special Education. Exceptional Children at Risk: CEC Mini-Library.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Report No.—ISBN-0-86586-211-7
Pub Date—91
Contract—H023C80072; RI88062007
Note—48p.; For related documents, see EC 300 774-784.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (Stock No. P354: $8.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Data Interpretation, *Disabilities, *Dropout Prevention, Dropout Rate, Dropout Research, *Dropouts, *Educational Practices, High Risk Students, High Schools, Incidence, Intervention, Predictor Variables, Program Effectiveness, *Student Characteristics

This booklet addresses the difficulties of comparing and drawing meaning from dropout data prepared by different agencies, and examines the characteristics of students–and of schools–that place students at risk for leaving school prematurely. The booklet describes prevention programs and presents evidence on their effectiveness. It reviews research on school dropouts among special education populations–research that attempts to establish the magnitude of the problem, identify predictors or correlates of those at risk, and evaluate the effectiveness of programs to reduce dropout rates. It presents suggestions for teachers and administrators intended to minimize the likelihood of students' dropping out. A chapter on program implications discusses such issues as establishing dropout rates, establishing graduation/completion criteria, and adopting prevention programs. The booklet includes a list of 43 references and 47 print resources. (JDD)

ED 339 169 **EC 300 779**

Vincent, Lisbeth J. And Others

Born Substance Exposed, Educationally Vulnerable. Exceptional Children at Risk: CEC Mini-Library.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Report No.—ISBN-0-86586-212-5
Pub Date—91
Contract—RI88062007
Note—41p.; For related documents, see EC 300 774-784.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (Stock No. P355: $8.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Alcohol Abuse, Biological Influences, *Classroom Techniques, *Congenital Impairments, Delivery Systems, *Drug Abuse, Elementary Secondary Education, Environmental Influences, High Risk Students, Intervention, *Prenatal Influences, Preschool Education, Program Development, *Student Needs

This booklet examines what is known about the long-term effects of exposure in utero to alcohol and other drugs, as well as the educational implications of those effects. Research is synthesized on biological and medical risk factors, psychosocial risk factors, and the interaction of biology and environment. A section on implications for educational personnel discusses protective factors and facilitative processes to be built into the classroom. Implications for program development and administration are also discussed, listing needed services and outlining the need for transagency/transdisciplinary service delivery. (Includes approximately 75 references) (JDD)

ED 339 170 **EC 300 780**

Guetzloe, Eleanor C.

Depression and Suicide: Special Education Students at Risk. Exceptional Children at Risk: CEC Mini-Library.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Report No.—ISBN-0-86586-213-3
Pub Date—91
Contract—RI88062007
Note—56p.; For related documents, see EC 300 774-784.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (Stock No. P356: $8.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Depression (Psychology), *Disabilities, Elementary Secondary Education, *Emotional Disturbances, High Risk Students, Identification, Incidence, *Intervention, *Prevention, Program Administration, Program Development, Referral, School Role, *Suicide, Teacher Role

This booklet reviews the role of school personnel in detecting signs of depression and potential suicide, taking appropriate actions, and developing and implementing treatment programs. An introductory chapter notes factors related to depression and suicide that may be evident in exceptional children. The second chapter provides a research synthesis focusing on prevalence rates, risk factors, assessment techniques, contagion, and outcomes of school programs. The third chapter looks at implications for practitioners including detecting early signs of depression, notifying parents, making appropriate referrals, assisting in follow-up after a suicide threat or attempt, providing continued support to the depressed student, and developing appropriate individualized education programs. The last chapter looks at implications for program development and administration, including the need for a comprehensive plan through cooperation among the home, the school, and the community and promulgation of a comprehensive plan for policy, procedures, and training of school personnel. Also included are 94 references and lists of 14 suggested publications, professional associations, support groups, and public and private research centers. (DB)

ED 339 171 **EC 300 781**

Baca, Leonard M. Almanza, Estella

Language Minority Students with Disabilities. Exceptional Children at Risk: CEC Mini-Library.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Report No.—ISBN-0-86586-214-1
Pub Date—91
Contract—RI88062007
Note—66p.; For related documents, see EC 300 774-784.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (Stock No. P357: $8.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrator Role, *Disabilities, Elementary Secondary Education, *Intervention, *Limited English Speaking, Minority Groups, Program Administration, Program Development, Regular and Special Education Relationship, School Role, Student Evaluation, Teacher Role, *Teaching Methods
Identifiers—*Language Minorities, Prereferral Intervention

This booklet discusses the preparation needed by schools and school personnel to meet the needs of limited-English-proficient (LEP) students with disabilities. An introductory chapter notes that LEP students are often at risk and explains the importance of programming based on the strengths of their native languages and cultures. The second chapter provides a synthesis of research in this area and is organized into the areas of prereferral, assessment, and instruction. Implications for administrators are presented in the third chapter, stressing collaboration between regular and special education in designing and implementing programs and the importance of improving prereferral services and inservice training. The last chapter looks at implications for teachers, including the importance of empowering teachers with current research information on intervention strategies and the teacher's role in facilitating the optimal cognitive and affective development of culturally and linguistically different exceptional students. Includes 81 references and a list of resources. (DB)

ED 339 172 **EC 300 782**

Leone, Peter E.

Alcohol and Other Drugs: Use, Abuse, and Disabilities. Exceptional Children at Risk: CEC Mini-Library.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Report No.—ISBN-0-86586-215-X
Pub Date—91
Contract—RI88062007
Note—45p.; For related documents, see EC 300 774-784.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (Stock No. P358: $8.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Role, *Alcohol Abuse, Behavior Change, *Disabilities, *Drug Abuse, Elementary Secondary Education, Incidence, *Intervention, Prevention, *Program Development, School Community Relationship, School Role, Self Efficacy, Teacher Role

This booklet addresses the issues involved in

BEST COPY AVAILABLE

working with children and adolescents who have disabling conditions and use alcohol and other drugs. An introductory chapter notes the need for increasing attention to alcohol and drug problems among individuals with disabling conditions. The second chapter provides evidence suggesting that the incidence of use and abuse of alcohol and drugs in this population is similar to that in nondisabled populations, with some groups at particular risk. The importance of understanding personal competence and contextual issues associated with alcohol and drug use is stressed. The third chapter looks at implications for practitioners, focusing on the need for practitioners to develop a basic understanding of the issues associated with alcohol and drug abuse in this group. The last chapter examines implications for program development, stressing the need for programs to be comprehensive, integrated into community-based efforts, and targeted to multiple environmental or contextual influences as well as individual behavior. The book also includes 88 references; a resource list of publications, agencies and organizations, and special projects and curricula; and a treatment selection checklist. (DB)

ED 339 173 EC 300 783
Helge, Doris
Rural, Exceptional, At Risk. Exceptional Children at Risk: CEC Mini-Library.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Report No.—ISBN-0-86586-216-8
Pub Date—91
Contract—RI88062007
Note—59p.; For related documents, see EC 300 774-784.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (Stock No. P359: $8.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Delivery Systems, *Disabilities, Dropout Prevention, Educational Methods, Elementary Secondary Education, High Risk Students, Inservice Teacher Education, Models, Policy Formation, Postsecondary Education, Preservice Teacher Education, *Program Development, Program Implementation, *Rural Education, *Special Education, Staff Development, Teacher Attitudes

This booklet examines the unique difficulties of delivering education services to at-risk children and youth with exceptionalities who live in rural areas. An introductory chapter considers the extent of the problem and identifies such strategies as providing self-esteem education, appropriate preservice and inservice training, community-business-school partnerships, family involvement, and community education. The second chapter provides a synthesis of the research, noting the high dropout rate in rural areas, conditions placing rural students at risk (e.g., poverty, limited English proficiency, and migrancy), and problems associated with implementing special education services (e.g., scattered populations, isolation, and a lack of social services). Implications for practitioners are considered in the third chapter, such as the need for program design based on the uniqueness of each rural community. Nineteen factors to be considered in service delivery design are discussed, such as cost efficiency, and expertise and attitudes of available personnel. The last chapter identifies recommendations regarding policy, preservice and inservice training, school programming, community action, parent activities, teacher concerns, and individual student concerns. Includes 30 references and suggested resources including examples of successful service delivery models. (DB)

ED 339 174 EC 300 784
Muccigrosso, Lynne And Others
Double Jeopardy: Pregnant and Parenting Youth in Special Education. Exceptional Children at Risk: CEC Mini-Library.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Special Education Programs (ED/OSERS), Washington, DC.
Report No.—ISBN-0-86586-217-6
Pub Date—91
Contract—RI88062007
Note—55p.; For related documents, see EC 300 774-783.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 (Stock No. P360: $8.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Disabilities, Early Parenthood, Family Life Education, Mental Retardation, Pregnancy, *Pregnant Students, Program Administration, *Program Development, Secondary Education, *Sex Education, Teaching Methods, *Unwed Mothers

This booklet addresses the plight of pregnant teenagers and teenage parents, especially those in special education, and the role of program developers and practitioners in responding to their educational needs. After a brief introduction, a research synthesis notes similarities of predictors, extent, and consequences of teenage pregnancy and parenting for youths in regular and special education, as well as increased vulnerability among special education students. Implications for program development are presented next, including the need for a broad-based local team addressing the complex issues associated with creating sound family life/sex education/prevention programs for this population. The importance of administrative involvement and support is covered in the following section. Teachers of family life education programs are encouraged to increase their knowledge of this topic and to improve their assessment skills, teaching strategies, and access to support networks. Administrators are urged to take responsibility for policy, teacher education and support, collaboration with parents and community agencies, budgeting, evaluation, and monitoring. The book includes 45 references, a resource list of teaching materials, and a description of the Scarborough principle of teaching sex education to the mentally handicapped. (DB)

ED 340 147 EC 300 796
Pinkerton, Dianna
Preparing Children with Disabilities for School. ERIC Digest #E503.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-91-8
Pub Date—May 91
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E503).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, Early Childhood Education, *Early Intervention, Educational Legislation, *Federal Legislation, Government Role, Individualized Programs, Models, Parent Role, *School Readiness, Teacher Role, *Transitional-programs
Identifiers—*Education of the Handicapped Act Amendments 1986, ERIC Digests, *Individualized Family Service Plans

This digest summarizes information on the roles of the Federal Government, the family, and teachers in preparing young children with disabilities for school. Noted are relevant provisions of Public Law 99-457, the 1986 Amendments to the Education of the Handicapped Act (Part B), including development of Individualized Family Service Plans to aid in the transition from preschool to the general school setting. Parents are seen as teachers, partners, decision makers, and/or advocates. The important roles of both sending- and receiving-teachers in the transition process, the Capstone Transition Process, is briefly described, and the Capstone Transition Timeline of 15 steps is listed. Includes nine references. (DB)

ED 340 148 EC 300 797
Heflin, L. Juane
Developing Effective Programs for Special Education Students Who Are Homeless. ERIC Digest #E504.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-91-9
Pub Date—Nov 91
Contract—RI88062007
Note—3p.; For a related document, see ED 339 167.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E-504).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, Agency Cooperation, *Disabilities, Educational Needs, Elementary Secondary Education, Enrollment, *Federal Legislation, Handicap Identification, *Homeless People, *Program Development, *Special Education
Identifiers—ERIC Digests, *Stewart B McKinney Homeless Assistance Act 1987

This digest, based on a larger document titled, "Homeless and in Need of Special Education," by L. Juane Heflin and Kathryn Rudy, focuses on educational aspects of the Stewart B. McKinney Homeless Assistance Act. Briefly discussed are: the effects of homelessness on children (e.g., increased health problems); the educational implications of homelessness (e.g., low attendance, unsatisfactory academic progress, poor self-concept); and the educator's role (e.g., encouraging interagency collaboration and providing remediation and tutoring of basic skills). Also noted is the McKinney Act's education portion, Title VII-B, which guarantees homeless children access to education, discourages districts from using restrictive enrollment criteria, and requires appointment of state coordinators who must identify special educational needs of homeless students. Includes 16 references. (DB)

ED 340 149 EC 300 798
Pinkerton, Dianna
Substance Exposed Infants and Children. ERIC Digest #E505.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-91-10
Pub Date—Nov 91
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E-505).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agency Cooperation, Alcohol Abuse, Classroom Techniques, *Congenital Impairments, *Drug Abuse, *Educational Needs, Incidence, Parent Education, *Prenatal Influences, Preschool Education, Special Health Problems, *Substance Abuse
Identifiers—ERIC Digests, *Fetal Drug Exposure

This digest briefly summarizes available information on the educational needs of prenatally substance exposed infants and children. Estimated incidence figures are given for the numbers of children exposed in utero to illicit drugs and alcohol. The importance of parent/caregiver education in specific techniques to increase infant alertness and interactions is stressed. Sixteen recommended classroom strategies are grouped into protective factors (e.g., developmentally appropriate curricula) and facilitative processes (e.g., encouraging child attachment to an adult and allowing child decision making). Transdisciplinary/transagency approaches to program development are encouraged. Also listed are five references and six resources, including hotlines and organizations. (DB)

ED 340 150 EC 300 799

Leone, Peter E.

Alcohol and Other Drug Use by Adolescents with Disabilities. ERIC Digest #E506.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-11

Pub Date—Nov 91

Contract—RI88062007

Note—3p.; For a related document, see ED 339 172.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E-506).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, *Alcohol Abuse, *Disabilities, *Drug Abuse, *Eligibility, Federal Legislation, Incidence, *Intervention, Prevention, Program Effectiveness, Referral, Secondary Education, *Special Education, Substance Abuse

Identifiers—ERIC Digests

This digest, based on a longer document titled "Alcohol and Other Drugs: Use, Abuse, and Disabilities" by Peter E. Leone, addresses the following questions: (1) "Are students with disabling conditions more likely to use or abuse alcohol or other drugs than their peers?" (usually a "no" response); (2) "Are students with problems of alcohol and drug dependency entitled to special education and related services?" (not under the Individuals with Disabilities Act or Section 504 of the Rehabilitation Act of 1973); (3) "How should schools respond to students enrolled in special education programs who use drugs and/or alcohol?" (develop awareness and prevention activities and referral to treatment efforts); and (4) "How can schools and educators deter students enrolled in special education programs from using drugs and alcohol?" (despite the lack of effectiveness data on school-based prevention programs, there is some evidence that schools can provide quality educational services and coordinate with other agencies). Includes 10 references and a list of 4 additional resources. (DB)

ED 340 151 EC 300 800

HIV Prevention Education for Exceptional Youth: Why HIV Prevention Education Is Important. ERIC Digest #E507.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-12

Pub Date—Nov 91

Contract—RI88062007

Note—3p.; For a related document, see EC 300 808.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E-507).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acquired Immune Deficiency Syndrome, Communicable Diseases, *Disabilities, *Disease Control, Elementary Secondary Education, Health Promotion, *Prevention, Public Health, *Teaching Methods

Identifiers—ERIC Digests

This digest summarizes available information on the importance of HIV (human immunodeficiency virus) prevention education efforts for students with disabilities. The digest notes these students' increased risk of HIV infection due to their lack of knowledge, misinformation, poor social skills, low self-esteem, poor judgement, and tendency to let others control them. Estimates of the numbers of special education students with various handicaps receiving HIV prevention education are provided. The purposes of HIV prevention education are outlined, and the importance of focusing on the linkage of personal behavior to HIV infection is stressed. Includes five references and six resources. (DB)

ED 340 152 EC 300 801

Guetzloe, Eleanor C.

Suicide and the Exceptional Child. ERIC Digest #E508.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-13

Pub Date—Nov 91

Contract—RI88062007

Note—3p.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E-508).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*At Risk Persons, Elementary Secondary Education, *Emotional Disturbances, Identification, Incidence, Intervention, *Prevention, Program Development, Program Effectiveness, Referral, Student Behavior, *Student Evaluation, *Suicide, Teacher Role

Identifiers—ERIC Digests, *Suicide Prevention

This digest summarizes information on incidence in and identification and intervention of potentially suicidal children and youth with disabilities. Estimates suggesting that some categories of exceptional youth have higher suicide rates than the general population are cited. Suicide risk factors and signs that a student is potentially suicidal are listed, as are recommendations to the media to reduce the contagious effects of suicide reports. The role of educators in identifying potential suicides, referring them to appropriate services, and providing a supportive environment is briefly discussed. Responsibilities of the school and of school psychologists in assessing such students are noted. Components of effective school programs are listed; these include a designated school contact person, case management, crisis teams at the school and district levels, and teacher training. Includes 10 references. (DB)

ED 340 153 EC 300 802

Leone, Peter E. And Others

Juvenile Corrections and the Exceptional Student. ERIC Digest #E509.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-14

Pub Date—Nov 91

Contract—RI88062007

Note—3p.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E-509).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Childrens Rights, *Correctional Education, Correctional Institutions, *Delinquency, *Delinquent Rehabilitation, *Delivery Systems, *Disabilities, Educational Needs, Elementary Secondary Education, Incidence, Prisoners, *Special Education

Identifiers—ERIC Digests, *Incarcerated Youth

This digest summarizes available information on the educational needs of disabled youth in correctional facilities. The high incidence of disabilities among incarcerated youth is noted and explanations are offered (e.g., they may not be recognized as disabled). The following topics are addressed: entitlement of youths with disabilities in correctional facilities to the substantive and due process rights of Public Law 94-142; the types of correctional programs in which special educational services are provided; agencies that provide special education services to incarcerated youth; and practices recommended for special education of incarcerated youth, such as functional assessment and instruction, transition services, and collaborative linkages. Includes 11 references. (DB)

ED 340 154 EC 300 803

Delivering Special Education: Statistics and Trends. Revised. ERIC Digest #E463.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-16

Pub Date—Nov 91

Contract—RI88062007

Note—3p.; Revision of ED 308 686.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E-463).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Delivery Systems, *Disabilities, *Educational Trends, Elementary Secondary Education, Federal Legislation, *Handicap Identification, *Incidence, Prenatal Influences, Preschool Education, *Special Education, Statistical Data, Substance Abuse, Teacher Supply and Demand, Trend Analysis

Identifiers—ERIC Digests, Prereferral Intervention

This digest presents summary statistics addressing the following questions: (1) "How are children with disabilities defined?" (2) "Who are the students served?" (3) "Where are these students receiving their special education?" and (4) "How many teachers are needed?" The digest also examines past and present trends and their implications for the future of special education. Trends identified include: a possible future decrease in special education students as prereferral interventions serve "hard to teach" students; a continuing decrease in the number of students identified as mentally retarded (possibly due to more restrictive standards, a corresponding increased number of students identified as learning disabled, and avoidance of overrepresentation of minority students as mentally retarded); a possible increase in the number of children served due to prenatal exposure to drugs and alcohol; and increased numbers of very young children served as a result of federal mandates. Includes 10 references. (DB)

ED 342 175 EC 300 934

Berger, Sandra L.

Differentiating Curriculum for Gifted Students. ERIC Digest #E510.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-15

Pub Date—91

Contract—RI88062007

Note—3p.

Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, Curriculum Evaluation, *Educational Principles, Elementary Secondary Education, *Gifted, Special Programs, Student Characteristics, Student Development, Student Needs, *Talent

Identifiers—Differentiated Curriculum (Gifted), ERIC Digests

No matter where gifted and talented students obtain their education, they need an appropriately differentiated curriculum designed to address their individual characteristics, needs, abilities, and interests. A program that builds on these characteristics may be viewed as qualitatively (rather than quantitatively) different from the basic curriculum. This curriculum would result from appropriate modification of content, process, environment, and product expectation and student response. Curriculum effectiveness can be judged by examining mastery of basic skills, problem-finding and problem-solving activities, and connections within and across systems of knowledge. Seven guiding principles for curriculum differentiation are offered, covering such areas as productive thinking skills, self-directed learning, and in-depth study. (11 references) (JDD)

BEST COPY AVAILABLE

ED 347 766 EC 301 384
Berger, Sandra L., Ed.
Programs and Practices in Gifted Education: Projects Funded by the Jacob K. Javits Gifted and Talented Students Education Act of 1988.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-221-4
Pub Date—92
Contract—RI88062007
Note—228p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($18.00, $12.60 members; stock no. R636).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Delivery Systems, *Demonstration Programs, Elementary Secondary Education, Federal Aid, *Gifted, Grants, Information Dissemination, National Surveys, *Program Descriptions, Program Evaluation, Program Implementation, Research and Development, *Talent, Theory Practice Relationship
Identifiers—*Jacob K Javits Gifted Talented Stdnt Educ Act 1988

This directory resulted from a 1991 survey of 46 programs funded under the Jacob K. Javits Gifted and Talented Students Education Act of 1988. The projects are listed alphabetically by state, city, and name of project. Projects have been divided into two types: (1) those that provide direct services to children and (2) dissemination projects. Projects in each of these types are summarized in a matrix display listing state, grantee, name of program, type of district, age/grade, and target population characteristics. A discussion of the Javits Act covering purpose, eligibility, types of projects funded, and source of further information is also provided. Individual project descriptions comprise most of the document and contain sections providing (1) general information, (2) program description, (3) program implementation, and (4) program evaluation. Among information provided for most projects is the following: project director, address, funding period, telephone, goals of program, program description, type of district, target population, selection criteria, identification procedures, number of children served, number of people involved in program implementation, type of preservice or inservice training, key conditions for replicating the program, cost of replicating the program, availability of technical assistance, most effective features of program, most surprising or challenging features of program, planned followup activities, and evaluation plan. A final section lists project directors, locations, and telephone numbers. (DB)

FL

ED 343 407 FL 020 086
Stone, LeeAnn
Task-Based Activities: Making the Language Laboratory Interactive. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-91-04
Pub Date—Dec 91
Contract—RI88060210
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communicative Competence (Languages), Interaction, *Language Laboratories, *Learning Activities, *Second Language Instruction, *Second Language Learning, Teaching Methods
Identifiers—ERIC Digests

This digest examines ways in which the foreign language laboratory can serve to support communicative approaches to language instruction by becoming interactive. Although, in one sense, this can be achieved through the acquisition of interactive hardware, this paper focuses on the pedagogical approaches to language lab use that create interaction by allowing students to use the language when their attention is focused on conveying and receiving authentic messages. These approaches involve task-based activities, which require the student to use the language being studied even though the task itself is not focused on the language. Task-based activities involve making use of the unique features of the language lab to create a learning environment that cannot be recreated in the regular classroom. (VWL)

ED 343 408 FL 020 087
Wilcox, Sherman Wilcox, Phyllis
Teaching ASL as a Second Language. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-91-05
Pub Date—Dec 91
Contract—RI88060210
Note—4p.; This Digest is based on the monograph, "Learning To See: American Sign Language as a Second Language," Regents Prentice Hall, Old Tappan, NJ. 1991.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Sign Language, Instructional Materials, *Program Design, *Second Language Instruction, Second Language Programs, *Teaching Methods
Identifiers—ERIC Digests

To help teachers and administrators of American Sign Language (ASL) design and implement effective ASL programs, this Digest answers questions about ASL and the essential components of an ASL program, including ASL course design, methods and approaches for teaching ASL as a second language, and ASL instructional materials. (nine references) (VWL)

ED 343 410 FL 020 120
Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. 1992 Update. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; Teachers of English to Speakers of Other Languages.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-91-06
Pub Date—Feb 92
Contract—RI88062010
Note—4p.; For the earlier edition, see ED 321 587.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Employment Opportunities, *English (Second Language), Foreign Countries, *Language Teachers, *Second Language Instruction
Identifiers—ERIC Digests

This Digest, an update to a 1990 Digest, provides information on finding employment opportunities abroad for teachers of English as a foreign language (EFL). Sections highlight the following: considerations for teaching EFL outside of the United States; general information sources on teaching English abroad; teaching in international schools; and additional sources of overseas teaching information. (eight references) (VWL)

ED 343 462 FL 800 473
Huss, Susan And Others
Using Computers with Adult ESL Literacy Learners. ERIC Digest.
National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-90-08
Pub Date—Nov 90
Contract—RI89166001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Students, Authoring Aids (Programing), *Computer Assisted Instruction, Computer Software, *English (Second Language), Interpersonal Competence, Language Acquisition, *Literacy Education, Word Processing, Writing Instruction
Identifiers—ERIC Digests

An overview is presented of the ways in which various types of computer software and instructional strategies can be used effectively with English-as-a-Second-Language (ESL) adult literacy learners. Computer use in language and literacy development in general is first reviewed. It is then noted that in spite of the progress made in hardware and software development and toward integrating computers into adult ESL language and literacy instruction, the effectiveness of computer assisted instruction (CAI) is still largely dependent on the ability of instructors to choose, adapt, and use computer programs effectively. Some of the problems are discussed, such as the lack of instructional approaches for developing both language and literacy skills simultaneously. Instructors are advised to use software that allows them to alter the content vis an authoring or editing option in the software package, or to design activities within a larger framework. The use of word processors and collaborative writing is also considered. CAI is concluded to be an effective experience for adult ESL literacy learners and their instructors, especially when it is used to facilitate interpersonal communication as well as language and literacy skills development. Contains 18 references. (LB)

ED 345 540 FL 020 287
Hammond, Deanna Lindberg
The Translation Profession. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-91-07
Pub Date—Apr 92
Contract—RI88062010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Needs, *Employment Patterns, *Employment Qualifications, *Interpreters, Occupational Information, Professional Education, *Translation
Identifiers—ERIC Digests

The demand for competent translators is at an all-time high. Translators work with written language, and generally work either in-house for a business, translation agency, or other institution, or as free-lancers. Leading employers of translators in the United States are the federal government, domestic and multinational corporations and subsidiaries, importers and exporters, commercial and non-profit research institutions, manufacturers, engineering and construction firms, publishing industry, patent attorneys, news media, international organizations, and foreign, diplomatic, commercial, and scientific represtnatives in the U.S. translators must be capable of expressing in the target language ideas formulated by someone else in the source language, requiring knowledge of subject-specific terminology, awareness of style and grammar, regional language, and nuances and idiomatic expressions. Translation courses are increasingly available in colleges and universities. Qualifications recommended for translators in the current market include subject-matter specialization, high target language proficiency, highly-developed writing skills, broad and varied language training, and periodic professional continuing education. Need for translation exists most commonly in advertising, commercial information-gathering, business communication, scientific and professional journals, and scholarly writing. (MSE)

ED 345 583 FL 020 423
Davis, James J.
African-American Students and Foreign Language Learning. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-91-08
Pub Date—May 92
Contract—RI88062010
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Black Dialects, *Black Students, Cultural Background, Higher Education, Instructional Materials, *Second Language Learning, *Student Attitudes, Student Motivation

Identifiers—*African Americans, ERIC Digests

The performance and attitudes of African-American students of foreign languages are discussed in this digest. Three major areas are reported: (1) Black English and foreign language learning, including theories of language deficiency, sociolinguistic research, phonology and syntax; (2) research on the performance of African-American students of foreign languages; and (3) research on the attitudes of African-American students of foreign languages. It is concluded that at one time claims were made that the African-American student did not see any benefit or relevance in the study of a foreign language, but that over the past 20 years there has been a shift in the affective component of the African-American attitude toward foreign language study. In the classroom setting, the phenomenon of "anomie," a feeling of estrangement from one's own culture, can be dissipated through the conscientious inclusion of instructional materials focusing on the contributions of members of one's own cultural heritage. Contains 27 references. (LB)

ED 347 850 FL 020 653

Instructional Conversations. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-92-01
Pub Date—Aug 92
Contract—RI88062010
Note—3p.; Based on a report published by the National Center for Research on Cultural Diversity and Second Language Learning.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Conversational Language Courses, *Discussion (Teaching Technique), Elementary Secondary Education, Instructional Innovation, Language Skills, Limited English Speaking, *Second Language Learning, *Teacher Student Relationship, *Teaching Methods
Identifiers—ERIC Digests, *Instructional Conversation

Given recent research that encourages more frequent use of the discussion method in teaching, this digest reviews the role of instructional conversations (ICs) in second language learning. ICs, instructional in content and conversational in quality, offer natural and spontaneous language interactions that are free from the didactic characteristics normally associated with formal teaching. ICs also are more in line with a shift toward a "constructivist" curriculum with students expected to actively construct their own knowledge and understanding, and with the teacher playing a role as facilitator of learning. Elements important in the IC model are as follows: thematic focus; activization and use of background and relevant schemata; direct teaching; promotion of more complex language and expressions; promotion of bases for statements or positions; fewer "known-answer" questions; responsiveness to student contributions; connected discourse; challenging, but non-threatening, atmosphere; and general participation, including self-selected turns. ICs appear to be particularly suited to certain educational goals, such as analysis of literary or historical themes, learning and understanding complex concepts, mathematical reasoning, applying quantitative understandings, considering various perspectives on issues, and oral or written composition. Contains 12 references. (LB)

ED 347 851 FL 020 749

Voght, Geoffrey M Schaub, Ray

Foreign Languages and International Business. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-92-02
Pub Date—Sep 92
Contract—RI88062010
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Business Administration Education, Business Communication, Experiential Learning, Federal Legislation, Foreign Countries, Higher Education, *Interdisciplinary Approach, *International Communication, International Education, Language Teachers, Professional Development, *Second Language Learning, Study Abroad
Identifiers—ERIC Digests

After more than a decade of intensive experimentation and development, the field of interdisciplinary language and business studies is firmly established in U.S. higher education. Academia has responded to national needs, as evidenced by such programs as the Language and International Trade program at Eastern Michigan University. Various government agencies, foundations, and federal legislation such as the National Security Education Act and the Omnibus Trade Act provide support for such studies. Many programs include co-curricular components, with practical experience for students working in a company. In addition, an increasing variety of training opportunities exist for language teachers wishing to learn how to teach business foreign languages, business practices, and aspects of foreign culture that affect business relations. Professional associations as well as institutions of higher education are involved. It is concluded that these efforts and other educational reforms will allow the United States to compete and cooperate more effectively in the new global community. Contains 18 references. (LB)

ED 347 852 FL 020 777

Stansfield, Charles W.

ACTFL Speaking Proficiency Guidelines. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-91-09
Pub Date—Sep 92
Contract—RI88062010
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, Interviews, *Language Proficiency, *Language Tests, *Oral Language, Rating Scales, Secondary Education, Second Language Learning
Identifiers—*ACTFL Oral Proficiency Interview, *ACTFL Proficiency Guidelines, ERIC Digests

This digest focuses on the American Council on the Speaking of Foreign Languages (ACTFL) Speaking Proficiency Guidelines. The history and development of the ACTFL Proficiency Guidelines (originally, the ACTFL Provisional Proficiency Guidelines) are reviewed, the generic characteristics of each level of the speaking guidelines are presented in detail, and the Oral Proficiency Interview (OPI), a face-to-face speaking test, is described. Additional information is provided on how to learn more about the ACTFL Guidelines and the OPI, and a 12-item bibliography is included. (VWL)

ED 347 853 FL 020 778

Cooperative Learning for Students from Diverse Language Backgrounds. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-92-03
Pub Date—Sep 92
Contract—RI88062010
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Class Activities, *Cooperative Learning, Cultural Differences, *Limited English Speaking, Second Language Learning, *Teaching Methods
Identifiers—ERIC Digests

In cooperative learning, students work together in small groups on tasks that require cooperation and interdependence among all individuals in each group. This digest looks at how cooperative learning can be used as an effective method for working with students from diverse language backgrounds. Focus is specifically on the structural approach to cooperative learning, which is based on the creation, analysis, and systematic application of structures or content-free ways of organizing social interaction in the classroom. An overview of selected cooperative learning structures is provided as well as a brief description of each structure and its academic and social functions. (VWL)

ED 347 854 FL 020 779

Lang, Margaret

Translating and Interpreting Programs: A Scottish Example. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-92-04
Pub Date—Oct 92
Contract—RI88062010
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Second Language Programs, Foreign Countries, Higher Education, *Professional Training, *Program Descriptions, Second Language Learning, *Translation
Identifiers—ERIC Digests, *Heriot Watt University (Scotland)

This digest provides a detailed description of the Program in Interpreting and Translating at Heriot-Watt University in Edinburgh, Scotland. Specific sections address the following: (1) the degree emphasis; (2) formal training and professional relevance; (3) departmental provision for interpreting and translating; (4) the expertise and experience of staff; and (5) careers of graduates in Britain, Europe, and abroad. (VWL)

HE

ED 336 049 HE 024 886

Bonwell, Charles C. Eison, James A.

Active Learning: Creating Excitement in the Classroom. 1991 ASHE-ERIC Higher Education Reports.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-08-7; ISSN-0884-0040
Pub Date—91
Contract—RI88062014
Note—121p.
Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($17.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—College Faculty, Cooperative Learning, Debate, *Discussion (Teaching Technique), Dramatic Play, *Experiential Learning, Faculty Development, Higher Education, *Instructional Effectiveness, Large Group Instruction, *Lecture Method, Peer Teaching, Role Playing, *Teaching Methods, Visual Learning
Identifiers—*Active Learning

This monograph examines the nature of active learning at the higher education level, the empirical research on its use, the common obstacles and barriers that give rise to faculty resistance, and how faculty and staff can implement active learning techniques. A preliminary section defines active learning and looks at the current climate surrounding the concept. A second section, entitled "The Modified Lecture" offers ways that teachers can incorporate active learning into their most frequently used format: the lecture. The following section on classroom discussion explains the conditions and techniques needed for the most useful type of exchange. Other ways to promote active learning are also described including: visual learning, writing in class, problem solving, computer-based instruction, cooperative learning, debates, drama, role playing, simulations, games, and peer teaching. A section on obstacles to implementing active learning techniques leads naturally to the final section, "Conclusions and Recommendations," which outlines the roles that each group within the university can play in order to encourage the implementation of active learning strategies. The text includes over 200 references and an index. (JB)

BEST COPY AVAILABLE

ED 338 128 HE 024 952

Hensel, Nancy

Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. 1991 ASHE-ERIC Higher Education Report 2.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-07-9; ISSN-0884-0040

Pub Date—Oct 91

Contract—RI88062014

Note—122p.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 ($17.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Rank (Professional), *College Faculty, *Faculty College Relationship, Faculty Promotion, Faculty Workload, Family Problems, Higher Education, Nontenured Faculty, Productivity, *Sex Bias, Teacher Shortage, Tenured Faculty, *Women Faculty

This monograph examines gender differences and related issues in higher education faculty and proposes steps to change the current climate to resolve gender inequalities, solve the impending shortage of faculty, and improve diversity among faculty. A look at the status of women in academia finds that women are an under-represented group in tenured faculty positions and suffer from subtle gender discrimination in teaching, research, salary differentials, and promotion. A survey of studies indicates that women faculty are as capable and productive as men. Evidence from studies of the impact of marriage and children on productivity is mixed. Interviews with men and women faculty reveal that both genders experience stress in balancing careers and families. It is concluded that universities can help by: (1) addressing inequities; (2) conducting a family responsiveness evaluation of university policies and practices; (3) developing a recruitment and hiring policy responsive to dual-career families; (4) adopting a better maternity policy; (5) adopting a family leave policy; (6) allowing load reductions for new parents; (7) stopping the tenure clock for 1 year for new children or family crises; (8) studying the possibility of on-campus child-care; (9) reducing early morning, late afternoon, and Saturday obligations; and (10) re-examining teaching and research expectations for all faculty. An index and over 150 references are included. (JB)

ED 339 272 HE 025 050

Frost, Susan H.

Academic Advising for Student Success: A System of Shared Responsibility. ASHE-ERIC Higher Education Report No. 3, 1991.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-06-0; ISSN-0884-0040

Pub Date—91

Contract—RI88062014

Note—118p.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 ($17.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—*Academic Advising, Adult Students, Athletes, College Freshmen, College Students, Decision Making, *Decision Making Skills, Disabilities, *Faculty Advisers, Foreign Students, Goal Orientation, Higher Education, Minority Groups, *Responsibility, School Holding Power, Student Development, *Teacher Student Relationship, Transfer Students

This monograph examines student advising in the higher education setting by focusing on shared responsibility strategies that enhance student motivation and persistence in a diverse student population. In the first two sections, a new concept of advising called developmental advising is described in which the relationship between advisor and student is vital and in which the advisor's role is to help the student look at long-term as well as immediate goals. This quality in the advisor-student relationship serves to increase the student's involvement and persistence in college and to prepare the student for future decision-making situations. The strategies for achieving this type of relationship are explored in detail in the third section, including ways to help students focus on and assist in clarifying their needs and aims. The fourth section focuses on the particular needs, characteristics, and best advising strategies for special groups including minorities, academically underprepared students, disabled students, student athletes and international students. Also discussed are students in transition, freshmen, students with undecided majors, transfer students and adult students. A sixth section offers advice on how to establish and implement a successful advising system through program management, selection and training of advisers, evaluation and recognition, collaboration, and viewing the program as a systematic enterprise. A series of recommendations and suggestions concludes the monograph. Over 200 references and an index are included. (DB)

ED 340 272 HE 025 120

Bonwell, Charles C. Eison, James A.

Active Learning: Creating Excitement in the Classroom. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-91-1

Pub Date—Sep 91

Contract—RI88062014

Note—3p.; For the full length report, see ED 336 049.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Classroom Research, *Classroom Techniques, College Faculty, College Instruction, Experiential Learning, Group Activities, Higher Education, Instructional Effectiveness, *Instructional Innovation, *Learning Strategies, Student Participation, *Teaching Methods, Writing Assignments

Identifiers—*Active Learning, ERIC Digests

This brief report summarizes a longer document with the same title. It reviews literature on the importance of using active learning teaching techniques in the classroom, describes what active learning is, discusses how this technique can be incorporated into the classroom and identifies barriers to the use of this approach. Strategies that promote active learning are described as instructional strategies that involve students in doing things and thinking about what they are doing, as opposed to passive listening to a lecture. It is noted that such learning activities have a powerful impact on student learning and that students actually prefer strategies promoting active learning to traditional lectures. Several ways of incorporating active learning into the classroom are suggested, such as: (1) pausing in lectures to allow students to consolidate their notes; (2) including brief demonstrations or short, ungraded writing exercises followed by discussion; (3) developing group discussions; (4) using feedback and guided lectures; and (5) using debates, problem-solving models, and role playing. Barriers to implementing active learning include faculty resistance, class time availability, class size, inadequate materials and equipment, and teacher preparation time. Contains seven references. (GLR)

ED 340 273 HE 025 121

Hensel, Nancy

Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-91-2

Pub Date—Oct 91

Contract—RI88062014

Note—3p.; For the full length report, see ED 338 128.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Colleges, Educational Demand, Educational Resources, Faculty Mobility, Higher Education, Minority Group Teachers, *Sex Discrimination, Teacher Recruitment, *Teacher Shortage, *Teacher Supply and Demand, Universities, *Women Faculty

Identifiers—ERIC Digests, Family Work Relationship

This brief report summarizes a longer report with the same title. It examines the problems of the increasingly severe shortage of qualified teachers in American higher education and the need to recruit large numbers of new faculty during the next decade and, as the potential solution to both problems, the recruiting of women to fill these faculty positions. Discussions include responses to the following questions: (1) whether women are an underutilized resource for new faculty; (2) if gender discrimination still exists in higher education; (3) if there are differences in scholarly productivity between men and women; and (4) how women manage the conflicts between family and career. The report makes the points that women have higher attrition rates and slower career mobility in higher education than their male counterparts; that a form of gender discrimination does still exist; that there is no evidence to suggest that women are less scholarly or productive than men; and that today, both men and women experience problems in balancing family and career with little support from their universities. Ten steps are presented that universities can take to increase gender equity (e.g., stop the tenure clock for 1 year for the birth or adoption of a child or a severe family crisis). Contains eight references. (GLR)

ED 340 274 HE 025 122

Frost, Susan H.

Academic Advising for Student Success: A System of Shared Responsibility. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-91-3

Pub Date—Nov 91

Contract—RI88062014

Note—3p.; For the full length report, see ED 339 272.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Academic Advising, Academic Persistence, *Educational Counseling, Faculty Advisers, Higher Education, *Individual Counseling, Student Educational Objectives, Student Motivation, *Teacher Student Relationship

Identifiers—ERIC Digests

This brief report summarizes a longer report with the same title. It focuses on the outcomes of academic advising within the context of research on contact between faculty and students, student involvement, and persistence. It is suggested that colleges and universities use strategic planning to design advising programs based on relationships of shared responsibility and focused on student success. It is noted that academic advising has shown positive benefits in improving student persistence, involvement, and motivation. Considered are ways advisers can engage students in the advising process and assist students in transition. Recommended is the systematic development of the advising process through collaboration of administrators, coordinators, advisers, and support personnel. Recommendations for student advising include: (1) promote concepts of shared responsibility for both students and the institution; (2) begin the advising relationship with an awareness of the larger purpose of advising and move to an awareness of details; and (3) develop a collaborative environment where students can contact many members of the college community for answers to questions that arise in academic planning. Contains six references. (GLR)

ED 341 300 HE 025 192
Creswell, John W. And Others
Dimensions of Balance in an Administrator's Life.
American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISSN-0742-6542
Pub Date—Dec 91
Contract—RI88062014
Note—9p.
Available from—American Association of University Administrators, 2121 Eye Street, N.W., Washington, DC 20052 ($2.00).
Journal Cit—Administrator's Update; v8 n1-2 Dec 1991
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Attitudes, Administrator Characteristics, Administrator Effectiveness, •Administrators, College Administration, Family Role, Higher Education, •Individual Development, •Industrial Psychology, Interpersonal Relationship, •Quality of Working Life, Sex Role, Stress Management, •Time Management, Values, Vocational Adjustment

This article presents a new model for viewing and implementing balance in the lives of higher education administrators derived from a review of the educational, psychological, and management literature. Rejecting the traditional, two dimensional model for balancing work with the rest of life, the new model envisions four concentric circles of interactive life dimensions: values, renewal, life roles and context. The inner circle of the model contains the personal values which govern an individual's life. The second circle consists of inner dimensions: areas of personal renewal including the emotional, intellectual, social, spiritual, physical and occupational aspects. The third circle of the model moves to external dimensions, to involvement and participation in the world. In this category are the roles administrators play as they implement their values and allot time and energy for areas of renewal including the roles of parent, spouse, friend, citizen, leisurite, learner, son or daughter, homemaker, and worker. The final circle is the context in which the administrator exercises his or her role including gender identity, racial or ethnic identity, socioeconomic conditions, educational background, family background and structure and work place factors. Integrating these dimensions can balance an administrator's life. Includes 34 references. (JB)

ED 343 465 HE 025 295
Johnson, David W. And Others
Cooperative Learning: Increasing College Faculty Instructional Productivity. ASHE-ERIC Higher Education Report No. 4, 1991.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-09-5; ISSN-0884-0040
Pub Date—91
Contract—RI88062014
Note—168p.
Available from—ASHE-ERIC Higher Education Reports, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($17.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—•College Faculty, College Instruction, Competition, •Cooperative Learning, Cooperative Planning, Group Activities, Group Discussion, Group Dynamics, •Grouping (Instructional Purposes), Higher Education, Interpersonal Relationship, Learning Activities, Learning Strategies, Peer Teaching, •Productivity, Prosocial Behavior, Self Directed Groups, Social Behavior, Social Integration, Socialization, Student Participation, Team Teaching, Teamwork, Trust (Psychology)

This monograph explores the current use in higher education of cooperative learning, the instructional use of small groups so that students work together to maximize their own and each other's learning. The opening section sets out to define cooperative learning, and to look at the history of the technique, its basic elements, types of cooperative learning groups, and implications for faculty functioning and the educational institution overall. The next section discusses the five basic elements of cooperative learning: (1) positive interdependence; (2) face-to-face promotive interaction; (3) individual accountability and personal responsibility; (4) frequent use of interpersonal and small group social skills; and (5) frequent, regular group processing of current functioning. The following section reviews the research validating the effectiveness of cooperative learning in college classrooms including research on social interdependence, patterns of interaction, and learning outcomes. The next three sections focus on the instructor's role in using formal cooperative learning groups, informal cooperative learning groups, and cooperative base groups under the titles "The Instructor's Role in Cooperative Learning," "The Cooperative Lecture," and "Base Groups." The next section examines cooperation among faculty. A concluding section describes two typical cooperative learning class sessions and speculates on the impact this method will have in the future. (177 references) (JB)

ED 343 546 HE 025 428
Greenberg, Arthur R.
High School-College Partnerships: Conceptual Models, Programs, and Issues. ASHE-ERIC Higher Education Report No. 5, 1991.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-10-9; ISSN-0884-0040
Pub Date—91
Contract—RI88062014
Note—125p.
Available from—Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One DuPont Circle, Suite 630, Washington, DC 20036-1183 (single copy prices, including 4th class postage and handling, $17.00 regular and $12.75 for members of AERA, AAAHE, AIR, and ASHE).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Achievement, Articulation (Education), College Preparation, •College School Cooperation, •Educational Cooperation, Enrollment, Higher Education, High Schools, Models, Program Descriptions, •Program Development, Secondary School Teachers, Teacher Improvement

The difficulties, mutual interests, and development of successful collaboration between high schools and colleges in achieving better access to and preparedness for higher education of the nation's high school graduates are addressed. It is noted that an increasing awareness of the changing student population, democratization of higher education admissions policies, the general lack of college-level academic skills, and a need for new models of inservice staff development for high school teachers, all point to an increasing interest in more intensive and successful secondary and postsecondary school partnerships. Factors such as the historical separation between secondary and postsecondary schools have created roadblocks to successful partnerships; it is noted that these inhibitors can be overcome. Examined are examples of high school-college partnerships, such as concurrent-enrollment models; enrichment, compensatory, and motivational designs; Academic Alliances and other teacher-to-teacher approaches; preservice teacher education; mentoring/tutoring models; and school improvement and restructuring efforts. Five key recommendations for developing any high school-college partnership are discussed: (1) identify the student population and program goals: (2) contact local high schools and school districts; (3) determine costs; (4) develop community support; and (5) evaluate the program improvement. Contains 112 references and an index. (GLR)

ED 345 598 HE 025 485
College Outcomes and Assessment: A Select Bibliography from the ERIC Database. Editions 1-4 (Covering 461 Items Dated 1977-1991).
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 88
Note—511p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors—Abstracts, •College Outcomes Assessment, Educational Assessment, Educational Improvement, Educational Objectives, •Educational Quality, •Higher Education, Information Dissemination, Institutional Research, •Outcomes of Education, Postsecondary Education, Publications

This annual bibliography presents the abstracts, index terms, and descriptive bibliographic information for selected books, journal articles, and other documents in subject areas concerning college outcomes and assessment. Citations are listed alphabetically by author. The coverage and size of the four editions combined here are as follows: (1) Edition 1, 71 items, dated 1977-1987; (2) Edition 2: 126 items, dated 1987-1989; (3) Edition 3: 150 items, dated 1989-1990; (4) Edition 4: 114 items, dated 1990-1991. Many of the documents are available from the ERIC Document Reproduction Service. Specific ordering information and an order form are included. (GLR)

ED 345 603 HE 025 493
Toombs, William Tierney, William G.
Meeting the Mandate: Renewing the College and Departmental Curriculum. ASHE-ERIC Higher Education Report No. 6, 1991.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-11-7; ISSN-0884-0040
Pub Date—91
Contract—RI88062014
Note—124p.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($17).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—•Change Strategies, Colleges, Curriculum Design, •Curriculum Development, •Educational Change, •Educational Planning, Futures (of Society), •Higher Education, Long Range Planning, Undergraduate Study, Universities

This monograph addresses the need for reshaping the college undergraduate curriculum in order to meet the new and compelling issues that have emerged from the criticism and analysis of the past decade. These issues are as follows: (1) how to accommodate diverse races and ethnic traditions and both genders; (2) how to incorporate global perspectives on the environment and exchange among nations; and (3) how to deal more effectively within the human dimensions of the educational equation. Discussed are five conditions for changing the curriculum. First, a firmer grasp is needed on what the curriculum is as an idea, what language can describe it, and at what levels it operates. The concept of design and a pragmatic terminology give an operational definition. Second, the flood of criticism, dissection, recommendation, and interpretation visited on the collegiate curriculum merits a careful review. Third, the need is continuous for modest self-analysis dealing with what the academic profession is and what its condition of practice should be. Fourth, because little is known about what the solutions might be, a longer perspective is needed. Finally, there is a need for wider understanding of the organization and its content. Together, it is noted, these

BEST COPY AVAILABLE

factors can help higher education institutions to recognize the shape of change and the forces of culture within which it moves. Contains over 270 references. (GLR)

ED 346 805 HE 025 625
Austin, Ann E. Baldwin, Roger G.
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ASHE-ERIC Higher Education Report No. 7, 1991.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-12-5; ISSN-0884-0040
Pub Date—91
Contract—RI88062014
Note—138p.
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 ($17.00 nonmembers, $12.75 members).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—College Administration, *Collegiality, *Cooperation, *Educational Cooperation, Group Activities, Higher Education, Institutional Environment, *Interprofessional Relationship, Organizational Climate, Participatory Research, *Peer Relationship, Teacher Participation, Team Teaching, *Teamwork

Many college faculty increasingly do much of their work, i.e., teaching, conducting research, and writing, in partnership with colleagues. This is due to such things as rapidly changing technologies and increasingly specialized knowledge. Faculty collaboration usually takes two principal forms, teaching and research, and are often distinctive arrangements depending on the field of study, institutional environment, and task requirements. Each effective collaborative team must proceed through four basic stages: (1) choosing team members; (2) dividing the labor; (3) establishing work guidelines; and (4) terminating the collaboration. The controversy surrounding collaborative efforts mostly involves the inequitable use of power and influence by some team members, the loss of professional identity, and problems involving integrity. Most higher education institutions and professional societies, however, have not dealt with finding solutions to the problems inherent in the use of teamwork. Administrators have an important role in fostering collaboration such as in resource allocation; developing supportive policies; rewarding collaborative efforts, both publicly and privately; and the removal of many of the informal traditions and explicit policies that may inhibit faculty collaboration, such as criteria for tenure and promotion, policies for merit pay, and standards for faculty evaluation. More qualitative and quantitative research is needed to study collaborative practices in order to eliminate myths about this process and enhance opportunities for a successful experience. Contains 104 references and an index. (GLR)

ED 347 871 HE 025 609
Johnson, David W. And Others
Cooperative Learning: Increasing College Faculty Instructional Productivity. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-91-4
Pub Date—Feb 92
Contract—RI88062014
Note—3p.; For full report, see ED 343 465.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1; full report, $17).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, *College Instruction, *Cooperative Learning, Group Activities, Group Discussion, *Grouping (Instructional Purposes), Higher Education, Instructional Effectiveness, *Student Participation, Teacher Effectiveness, Teacher Role, Teaching Methods
Identifiers—ERIC Digests, *Learning Groups

This ERIC digest looks at how college faculty can use cooperative learning principles to ensure that students actively create their own knowledge and work together to achieve shared learning goals. The first section describes cooperative learning and recommends training professors to apply an overall system to build cooperative activities, lessons, and strategies. The following section discusses concrete ways in which to implement cooperative learning organized around three approaches: (1) formal learning groups which last for various lengths of time to complete a specific task or assignment; (2) informal learning groups which are temporary, ad hoc groups which last for only one discussion or one class period; and (3) base groups which are long-term, heterogeneous cooperative learning groups with stable membership whose primary responsibility is to provide each student the support, encouragement, and assistance needed to progress academically. A final section mentions that over 600 studies have supported the efficacy of cooperative learning and emphasizes the role that faculty play in creating the experience. Three references are included. (JB)

ED 347 921 HE 025 684
Waggaman, John S.
Strategies and Consequences. Managing the Costs in Higher Education. ASHE-ERIC Higher Education Report No. 8.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-13-3; ISSN-0884-0040
Pub Date—91
Contract—RI88062014
Note—148p.
Available from—Publications Department, ASHE-ERIC Higher Education Reports, the George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1182 (Single copy prices, including 4th class postage and handling: $17 regular; $12.75 for members of AERA, AAHE, AIR, and ASHE).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Budgeting, College Administration, Colleges, Cost Effectiveness, Costs, *Educational Finance, Endowment Funds, Federal Aid, *Finance Reform, *Financial Exigency, Financial Needs, Financial Problems, Higher Education, Income, Inflation (Economics), *Money Management, *Resource Allocation, State Aid, Student Financial Aid, Universities

This report focuses on the need for better management of higher education resources in view of the rising costs and changing revenues now confronting higher education institutions in the United States. Rising costs and changing revenues are reflected in stagnating faculty salaries, a decline in enrollment, rising administrative and insurance costs, and a decline in government student aid. In addition, endowment earnings for 1989-90 have declined to their lowest in a decade, and a decline in the rate of growth has allowed the rate of inflation or other factors to add greater pressures. No single successful method of managing costs and revenues has come forward to date. Reports concerning cost management strategies show that cost control efforts must first clarify the mission of the institution before setting priorities among the programs (educational, service, administrative, student, etc.). Break-even analysis-based data collected concerning revenue and cost trends and projections is shown to be a good start. Break-even analysis can then reveal areas from which funds could be obtained for enhancements and new programs. However, these management actions need to be in place before the next financial emergency or short-term ad hoc solutions will result. Contains over 160 references and an index. (GLR)

ED 347 955 HE 025 815
Wilcox, John R. Ebbs, Susan L.
The Leadership Compass: Values and Ethics in Higher Education. ASHE-ERIC Higher Education Report No. 1, 1992.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-14-1; ISSN-0884-0040
Pub Date—92
Contract—RI88062014
Note—129p.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 (Single copy prices, including fourth class postage and handling, are $17 regular and $12.75 for members of AERA, AAHE, AIR, and ASHE).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Colleges, *Educational Environment, Educational Responsibility, *Ethical Instruction, Faculty College Relationship, *Higher Education, Institutional Mission, *Institutional Role, Leadership, *Moral Values, Role Conflict, Role of Education, Social Environment, Student School Relationship, Universities

Because colleges and universities create and disseminate knowledge, and because of the power knowledge creates, these institutions of higher learning possess a moral responsibility to society. The scholar's role is crucial because of his or her power to define reality for and exercise control over society in general and students in particular. Often ethical problems exist due to the competing needs of the various roles assumed by the scholar, which can be conceived in four phases: teaching, discovery, application, and integration. To assist in dealing with these problems, the institution itself must take a leadership role by properly formulating mission statements based on ethical practices and concerns; fostering collaboration among all faculty, administrators, staff, and students to work with the values necessary for institutional effectiveness and overall integrity; and by employing the use of models of ethical decision making. The academic environment must foster the importance of human dignity, the nourishment of growth and achievement, and respect for others. Such an environment is a learning community: a community that brings together the themes of leadership, faculty, and students. Leadership is essential to an institution's sensitivity to values in higher education. The learning community can also bring out the best in faculty and resolve several of the tensions faculty face in their careers, especially conflicts between research and teaching. Finally, the learning community provides direction to students and anchors their collegiate experience in the intellectual life. Contains approximately 300 references and an index. (GLR)

ED 347 956 HE 025 846
Greenberg, Arthur R.
High School-College Partnerships: Conceptual Models, Programs, and Issues. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-91-5
Pub Date—Mar 92
Contract—RI88062014
Note—4p.; For the full-length report, see ED 343 546.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement, Articulation (Education), College Preparation, *College School Cooperation, *Educational Cooperation, Enrollment, Higher Education, High Schools, Models, Program Descriptions, *Program Development, Sec-

ondary School Teachers, Teacher Improvement

Identifiers—*ERIC Digests

This brief report summarizes a monograph of the same title. Evidence of increasing interest in high school-college partnerships is presented. Among the reasons cited for renewed interest are: changing student population, students' frequent lack of skills preparedness, and the awareness of a need for new models of inservice staff development for high school teachers. It is further noted that although some differences still exist between high school and college cultures, these differences can be overcome through appropriate planning and sensitivity to divergent, as well as congruent, institutional goals and cultures. Examples of forms that partnerships take include concurrent-enrollment models; enrichment, compensatory, and motivational designs; teacher-to-teacher education; mentoring/tutoring models; and school improvement and restructuring efforts. The five key recommendations for developing high school-college partnerships listed are: (1) identify the student population and program goals; (2) contact local high schools and school districts; (3) determine costs; (4) develop community support; and (5) evaluate for program improvement. It is suggested that there is need for more research in three major areas: descriptive; procedural analysis; and outcomes analysis. (GLR)

ED 347 957 HE 025 847

Toombs, William Tierney, William

Meeting the Mandate: Renewing the College and Departmental Curriculum. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-91-6

Pub Date—Apr 92

Contract—RI88062014

Note—4p.; For the full-length report, see ED 345 603.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, Curriculum Development, *Educational Change, *Educational Planning, Futures (of Society), *Higher Education, Long Range Planning, *Undergraduate Study, Universities

Identifiers—ERIC Digests

This brief report summarizes a longer document with the same title. It reviews the reshaping of the college undergraduate curriculum in order to meet the new and compelling issues of the future such as accommodating diverse races and ethnic groups, incorporating global perspectives on the environment, and dealing more effectively with the human dimensions of education. It is suggested that a firmer grasp is needed on what the curriculum is as an idea, and what language and terminology can best describe it and give it operational definition. Further suggested is a careful review of the criticisms, and recommendations that confront the collegiate curriculum. There is also a need for a continuous self-analysis dealing with what the academic profession is and what its condition of practice should be. Finally, a need exists for a wider understanding of the organization and its content, going from a preparation stage to an action phase that recognizes the shape of change and the forces of culture within which it moves. Contains 10 selected references. (GLR)

ED 347 958 HE 025 848

Austin, Ann E. Baldwin, Roger G.

Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-91-7

Pub Date—May 92

Contract—RI88062014

Note—4p.; For the full-length report, see ED 346 805.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Administration, *Collegiality, *Cooperation, *Educational Cooperation, Faculty College Relationship, Group Activities, Higher Education, Institutional Environment, *Interprofessional Relationship, Organizational Climate, Participatory Research, *Peer Relationship, Team Teaching, *Teamwork

Identifiers—ERIC Digests

This brief report summarizes a longer document with the same title. It reviews how college faculty are increasingly collaborating to do much of their work. It notes that the two principal forms of collaboration, teaching and research, are often distinctive arrangements depending on the field of study, institutional environment, and task requirements. However, controversy surrounds the use of collaboration efforts, mostly because of inequitable uses of power and influence by some team members, the loss of professional identity, and problems involving integrity. Listed are ways in which administrators can foster collaboration, such as in resource allocation; developing supportive policies rewarding collaborative efforts, both publicly and privately; and the removal of certain organizational barriers. Key steps in the collaborative process are typically: (1) choose colleagues or team members; (2) divide the labor; (3) establish work guidelines; and (4) terminate the collaboration. Finally, it is recommended that more qualitative and quantitative research be done in collaboration to help remove the myths about this process and enhance opportunities for a successful experience. Contains 12 references. (GLR)

ED 347 959 HE 025 849

Waggaman, John S.

Strategies and Consequences: Managing the Costs in Higher Education. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-91-8

Pub Date—Jun 92

Contract—RI88062014

Note—4p.; For the full-length report, see HE 025 684.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Budgeting, College Administration, Colleges, *Costs, *Educational Finance, Endowment Funds, Federal Aid, *Finance Reform, *Financial Exigency, Financial Needs, Financial Problems, Higher Education, Income, Inflation (Economics), *Resource Allocation, *Retrenchment, State Aid, Student Financial Aid, Universities

Identifiers—ERIC Digests

This brief report summarizes a longer document with the same title. It reviews the need to better manage higher education expenses in light of budget cuts and reductions in appropriations and other public services. It is noted that tuition, although increasing, has been increasing at a slower rate since 1981. Also, faculty salaries have not increased sufficiently to compensate for losses attributed to inflation, administration costs have risen as much as two percentage points over the past decade, greater pressures have been brought to bear on institutions to fund student aid, and endowment earnings are at their lowest in a decade. Institutions of higher education caught in the revenue/cost squeeze now have a variety of cost control management options open to them, some of which have already been adopted. The diversity, although great, suggests some common themes as part of a cost management strategy. These include specifying the mission of the institution; setting priorities among the programs and building a data base of trends and projections about revenues and costs; and applying break-even analysis to determine which programs are financially self-supporting, which are breaking even, and which require subsidies. Contains 7 references. (GLR)

ED 347 960 HE 025 850

Eddy, Margot Sanders

College Alcohol and Drug Abuse Prevention Programs: An Update. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-91-9

Pub Date—Sep 92

Contract—RI88062014

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcohol Abuse, Colleges, *Drug Abuse, Drug Education, Health Education, Higher Education, Networks, *Prevention, Program Descriptions, *Program Development, School Community Relationship, *Substance Abuse, Universities

Identifiers—ERIC Digests

Due in part to the 1989 passage of the Drug-Free Schools and Communities Act Amendments, new programs designed to educate college administrators, faculty, and students about alcohol and other drug abuse have taken new directions and dimensions, involving both campuses and local communities in the process. The higher education community has responded with development of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions initiated by the Department of Education's Office of Educational Research and Improvement and coordinated to eradicate campus substance abuse. The ERIC Clearinghouse on Higher Education will process about 600 selected descriptions of campus programs from Network member institutions for inclusion in a file within the ERIC database. The programs show a wide variety in design, focus, and scope, in areas such as mentoring, peer intervention, pledges and contracts, and demonstrations. The program descriptions also show that individual institutions and student organizations themselves are following through with situation-specific remedies that serve not only the campus community but also the larger society. Contains 10 references. (GLR)

IR

ED 337 203 IR 053 808

Marchionini, Gary

Psychological Dimensions of User-Computer Interfaces. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-91-5

Pub Date—Oct 91

Contract—RI88062008

Note—4p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Psychology, Computer Software Development, *Computer System Design, Gateway Systems, *Human Factors Engineering, Information Processing, *Input Output Devices, Learning Processes, *Man Machine Systems, *User Needs (Information)

Identifiers—ERIC Digests

This digest highlights several psychological dimensions of user-computer interfaces. First, the psychological theory behind interface design and the field of human-computer interaction (HCI) are discussed. Two psychological models, the information processing model of cognition and the mental model–both of which contribute to interface design–are introduced and discussed. It is observed that the use of metaphors to link user knowledge to the system's function can be both effective and constraining. Seven basic principles for interface design are then identified. It is argued that the most fundamental of these principles is that the interface should be designed around the user's needs rather than added on after a system has been completed, thus serving the constraints imposed by the system. Arguing that interfaces will become increasingly interactive as new input and output (I/O) devices are developed, the digest concludes by identifying current trends in interface design. Examples of new I/O devices currently being researched in HCI laboratories are given, and it is noted that interfaces are increasingly able to support multiple I/O devices in parallel (e.g., interfaces which will accept both voice and gesture), and that research is currently advancing in the area of interaction styles. (MAB)

ED 339 400 IR 053 908
Neuman, Delia
Technology and Equity. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-91-8
Pub Date—Dec 91
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Aptitude, Computers, Economic Factors, Educationally Disadvantaged, Elementary Secondary Education, *Equal Education, Information Technology, *Microcomputers, Physical Disabilities, Sex Stereotypes, *Technological Advancement
Identifiers—ERIC Digests

This examination of the relationship that exists between technology and students warns that, although technology is routinely touted as a potentially powerful agent of educational reform, technology and equity are not inevitable partners. A review of the literature on computer equity reveals that many students–not only minority, disadvantaged, and inner-city, but also female, handicapped, and rural–have been hampered by inequitable access to microcomputers and by widespread patterns of inequitable distribution and use of microcomputers within and across schools. It is argued that limited hardware and software can in turn lead to scheduling patterns that favor higher-ability students. Other factors that can limit computer access to selected groups are also identified, including location of hardware in areas restricted to advanced students, setting unnecessarily difficult prerequisites for computer courses, lack of adaptive devices or special software for handicapped students, and software that incorporates stereotypes. Examples of research findings on computer equity for various categories of students are given, and it is concluded that active, committed involvement by equity advocates concerned about the needs of underserved groups is necessary to ensure equity with and through technology, especially as CD-ROM and online searching enter the curriculum. (17 references and 6 additional readings) (MAB)

ED 340 387 IR 053 891
Parents and Schooling in the 1990s. Parent Involvement at the Middle School Level.
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ERIC-91-188
Pub Date—Sep 91
Note—33p.; "The ERIC Review" is published three times a year; each issue is devoted to a single major education-related topic. For volume 1, issues 1 and 2, see ED 332 696-697.
Available from—ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3166 (free).
Journal Cit—The ERIC Review; v1 n3 Sep 1991
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Intermediate Grades, Junior High Schools, Middle Schools, *Parent Materials, *Parent School Relationship, *Parent Student Relationship, Parent Teacher Cooperation, Reading Materials, Resource Materials
Identifiers—ERIC

The "ERIC Review" announces research results, publications, and new programs relevant to each issue's theme topic. This theme issue is devoted to the topic of "Parent Involvement in Education" and contains three principal articles: "Parents and Schooling in the 1990s," by Erwin Flaxman and Morton Inger; "Parent Involvement at the Middle School Level," by Nancy Berla; and "Los Padres Tambien Deben Participar en la Escuela Intermedia" ('Parents Should Also Participate in the Intermediate School"), by Magdalena C. Lewis. In addition, the following major features concerned with parent involvement are provided: (1) a description of the Department of Education's parent involvement initiatives; (2) a resource list of parent involvement organizations and associations, federal agencies, and clearinghouses; and (3) a general reading list of 37 titles that cover a range of issues related to parent involvement. Also included are a synthesis of research findings on "The Role of Business in Education," by Alan Baas; an annotated bibliography of 31 new titles in education produced by the ERIC Clearinghouses and the Office of Educational Research and Improvement, as well as resources recently abstracted for the ERIC database. Information about becoming an ERIC author, the availability of the 1992 calendar and publications catalog, and an announcement of the new ERIC Document Reproduction Service (EDRS) contractor are also provided. (MAB)

ED 340 388 IR 053 892
Schroeder, Eileen E.
Interactive Multimedia Computer Systems. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-91-6
Pub Date—Nov 91
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction, Computer System Design, *Educational Technology, Futures (of Society), *Hypermedia, Information Technology, Interactive Video, Microcomputers, *Multimedia Instruction, Optical Data Disks
Identifiers—ERIC Digests

Noting that the merging of various types of media with the computer has presented the field of education with a hybrid technology called interactive multimedia (also referred to as hypermedia), this digest begins by defining this technology as "the integration of text, audio, graphics, still image, and moving pictures into a single, computer-controlled, multimedia product" (McCarthy, 1989). The four major components of an interactive multimedia system–i.e., the data system, the software, the hardware, and the communications system–are described, and advantages and disadvantages associated with hypermedia are examined. Examples of hypermedia applications and programs are also given. The digest concludes with a look to the future of hypermedia and the numerous design issues that need to be resolved. (14 references) (MAB)

ED 340 389 IR 053 893
Brennan, Mary Alice
Trends & Issues in Library & Information Science 1990. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-91-7
Pub Date—Nov 91
Contract—RI88062008
Note—4p.; This digest is based on "Trends and Issues in Library and Information Science 1990" by Michael B. Eisenberg and others (ED 335 061).
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Libraries, Access to Information, Elementary Secondary Education, Higher Education, *Information Science, *Information Technology, Learning Resources Centers, Library Collection Development, Literacy, Optical Data Disks, Public Libraries, School Libraries, Special Libraries, Telecommunications, *User Needs (Information)
Identifiers—ERIC Digests

This digest discusses some of the major trends and issues found in a systematic content review of the professional literature of library and information science. Two "megatrends" are identified and discussed: (1) the concern for the impact of technology upon every facet of library work, in academic, school, public, and special libraries; and (2) the continued focus on the user and the impact of specific developments on the user. The digest also identifies and discusses the following trends: (1) the increasing demand for and provision of end-user access to computer-based information resources; (2) the increasing use of networks and telecommunications by all types of libraries; (3) the continued growth in computer-based information sources revolving around CD-ROM technology; (4) the increasing focus on collection management activities to enable libraries to better meet the general goals of institutions as well as the specific needs of users; (5) the increasing concern of libraries with reaching out to new user groups; and (6) libraries' focus on the promotion of literacy. (10 references) (MAB)

ED 340 390 IR 053 929
Bishop, Ann P.
The National Research and Education Network (NREN): Update 1991. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-91-9
Pub Date—Dec 91
Contract—RI88062008
Note—4p.; For the 1990 version of this digest, see ED 327 219.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Libraries, Access to Information, *Computer Networks, Elementary Secondary Education, *Federal Legislation, Government Role, Higher Education, *Information Networks, Learning Resources Centers, National Programs, Public Libraries, Research Libraries, Technological Advancement, *Telecommunications
Identifiers—ERIC Digests, High Performance Computing Act 1991, INTERNET, *National Research and Education Network

Federal legislation authorizing the creation of the National Research and Education Network (NREN)–i.e., the High-Performance Computing Act of 1991 (P.L. 102-194)–was signed into law by the President in December 1991. This network is envisioned as an expansion and enhancement of the existing U.S. Internet, the collection of interconnected computer networks that is currently used by over one million U.S. researchers, educators, students from K-12 to postgraduate levels, and others. This digest reports on the current status of Federal policy initiatives related to the NREN and discusses trends and issues in electronic networking that are of interest to members of the education and library communities. The digest lists important features of the Federal Government's plans for funding, creating, and managing the NREN. It is noted that the government hopes the development of the NREN will enhance national productivity and competitiveness as well as speed scientific and technical advances in a number of fields. It is argued that the potential of the NREN to dramatically change the nature of education and scholarship is becoming more apparent, particularly when the library and education communities are continuing to expand their use of electronic networks. The digest concludes by indicating types of issues involved in the transition to a networked information environment, and some technology trends that could have an impact on networking. (9 references) (MAB)

ED 340 391 IR 053 940

Sitts, Maxine K.

A Practical Guide to Preservation in School and Public Libraries.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—IR-90 ISBN-0-937597-31-7

Pub Date—90

Contract—RI88062008

Note—55p.; For an ERIC Digest summarizing this publication, see ED 335 059.

Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 ($7.50).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Advocacy, Elementary Secondary Education, *Learning Resources Centers, Library Collections, *Preservation, Prevention, *Public Libraries, Records Management, Reference Materials

This monograph provides some starting points for beginning preservation activities in libraries within a framework of three key essentials: awareness, judgment, and advocacy. In the first section, the text is concerned with how public and school libraries can both contribute to, and benefit from, the vast amount of preservation information that is available at national, state, and regional levels. Examples of preservation initiatives and programs by national, state, and regional groups are provided. The second section lists a number of resources for incorporating preservation-conscious procedures and skills into public and school libraries. The resources relate to the following preservation themes: planning/general approaches, environmental conditions, maintenance, repair, binding, local history, media, disasters and emergencies. In addition, some general examples of how to begin preservation activities are provided. In the third section titles of resources are given to promote preservation advocacy to library supporters and funders, vendors, and users. Concluding the monograph are annotated lists of comprehensive references and bibliographies about beginning preservation activities. A discussion of the national preservation agenda is appended. (MAB)

ED 341 386 IR 015 417

McLaughlin, Pamela

Computer-Based Education: The Best of ERIC, 1989.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-937597-29-5

Pub Date—90

Contract—RI88062008

Note—150p.; For the 1988 edition, see ED 318 471.

Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-88, $10.00 plus $2.00 shipping and handling).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Abstracts, Adult Education, *Computer Assisted Instruction, Computer Literacy, *Computer Managed Instruction, Computer Software Evaluation, Distance Education, Elementary Secondary Education, Interactive Video, Learning Disabilities, *Mathematics Instruction, Media Research, Microcomputers, Reading Instruction, *Science Education, *Technical Education, Telecommunications, *Writing Instruction

This collection is designed for use by educators who need to make decisions about the use of microcomputers in schools, or who want to keep abreast of new developments in the field. The report provides an overview of the literature entered into the ERIC database in 1989 on computer use in elementary and secondary education, adult education, and special education. Higher education is excluded from the report. The bibliography is divided into four sections: Computer Assisted Instruction–Overview Documents, Special Applications, Subject Applications, and Special Populations. The first section contains abstracts for documents that provide a general discussion of computer assisted instruction (CAI). The second section covers artificial intelligence, computer equity, computer literacy, computer simulation, copyright, counseling and guidance, interactive video, management/administration, research, software evaluation, telecommunications, testing, and trends. The third section encompasses business, English as a second language and foreign languages, fine arts, language arts, the Logo programming language, mathematics, programming, reading, science, social studies, vocational education, and writing. The fourth section contains abstracts on adult education, disabled learners, distance education, learning disabled, and preschool education. Within each section, items are listed alphabetically by personal author, editor, or corporate author and contain the document title, publication date, number of pages, price, type of document, descriptors, and abstract. An author index and information on ordering documents from the ERIC Document Reproduction Center conclude the document. (DB)

ED 341 407 IR 053 959

Spitzer, Kathleen L.

Fax for Library Services. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-91-10

Pub Date—Dec 91

Contract—RI88062008

Note—4p.

Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Elementary Secondary Education, *Facsimile Transmission, Higher Education, *Interlibrary Loans, Learning Resources Centers, Library Networks, *Library Services, Public Libraries, Research Libraries, *Shared Library Resources, User Needs (Information)

Identifiers—ERIC Digests

This digest discusses how libraries of all types are using the facsimile (or "fax") machine to meet users' information needs. A definition of facsimile technology includes the components of a fax machine, the four types of fax machines, and the recent development of the "fax board," which allows a computer to transmit information to other fax machines or computers with fax boards. A brief history of the use of facsimile in libraries is then given and it is noted that libraries predominantly use this technology to speed interlibrary loan materials and requests. Also described is the current use of the fax to form combinations of academic, public, school, and special libraries to share information resources. A number of factors to be considered before implementing a fax service are listed, including questions that relate to both general and interlibrary loan usage policies. The digest concludes with descriptions of various features of facsimile machines that libraries might consider before selecting equipment for purchase. (13 references) (MAB)

ED 343 583 IR 015 609

Readiness: Children and Their Schools. Getting Ready for Readiness: A Case Study. The ERIC Review.

ACCESS ERIC, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ERIC-92-5023

Pub Date—92

Note—33p.; "The ERIC Review" is published three times a year; each issue is devoted to a single major education-related topic. For previous issue see ED 340 387.

Available from—ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3166 (subscription free; obtain back issues from EDRS).

Journal Cit—The ERIC Review; v2 n1 1992

Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Case Studies, *Classroom Environment, Disabilities, Disadvantaged, Federal Programs, High Risk Students, *Parent Role, Preschool Education, Primary Education, Program Descriptions, *School Readiness, Social Experience, *Teacher Role, Young Children

Identifiers—ERIC, *National Education Goals 1990, *Project Head Start

"The ERIC Review," announces research results, publications, and new programs relevant to each issue's theme topic. This issue exammines children's readiness to enter school, via two principal articles: "Readiness: Children and Their Schools," by Lilian G. Katz; and "Getting Ready for Readiness: A Case Study," by Laura J. Colker. In addition, the following features related to school readiness are provided: (1) an announcement of a packet, "Striving for Excellence: The National Education Goals" prepared by the ERIC System; (2) highlights of 11 recent federal school readiness initiatives; (3) a list of 14 resource organizations, 9 federal agencies, and 2 ERIC clearinghouses; (4) a 30-item annotated general reading list; (5) a brief article, "Early School Entry Is Essential for Many Gifted Children," by Craig Howley; (6) an ERIC digest, "Preparing Children with Disabilities for School," by Dianna Pinkerton; and (7) an annotated list of 34 new publications produced by the ERIC clearinghouses and the Office of Educational Research and Improvement. (BBM)

ED 343 617 IR 054 049

Brennan, Mary Alice

Trends in Educational Technology 1991. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-92-1

Pub Date—Mar 92

Contract—RI88062008

Note—4p.; This digest is based on "Trends in Educational Technology 1991," by Donald P. Ely.

Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts; please include self-addressed stamped envelope).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Content Analysis, Distance Education, *Educational Technology, Elementary Secondary Education, *Evaluation, Higher Education, Instructional Design, *Instructional Development, Microcomputers, *Professional Education, Research and Development, Training, Trend Analysis

Identifiers—ERIC Digests

A content analysis was performed to determine the trends in educational technology for the period October 1, 1990, through September 30, 1991. Sources for the analysis included five leading professional journals in educational technology, papers given at annual conventions of three professional associations, dissertations from five universities that have a high level of doctoral productivity, and the educational technology documents that have been entered in the ERIC database. The analysis was complemented by the examination of supplementary documents to confirm the trends indicated in the content analysis. This digest features the top trends and selected issues identified in the study. Trends reflect: (1) the creation of technology-based teaching/learning products that are based largely upon instructional design and development principles; (2) an increasingly important role for evaluation in the instructional development process; (3) the establishment of distance education as a major vehicle of instruction at all levels of education; (4) the presence of microcomputers in almost all public schools in the United States; and (5) the use of telecommunications to establish new links between educators and students. (11 references) (MAB)

ED 345 715 IR 015 570

McLaughlin, Pamela

Computer Applications in Education: The Best of ERIC 1990.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-937597-33-3

Pub Date—Feb 92

Contract—RI88062008

Note—116p.; For the 1989 report, see ED 341 386.

Available from—Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-92, $10.00 plus $2.00 shipping and handling).

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Abstracts, Adult Education, Annotated Bibliographies, Artificial Intelligence, *Computer Assisted Instruction, Computer Assisted Testing, *Computer Literacy, Computer Networks, *Computer Software, Computer Software Evaluation, Computer Uses in Education, Counseling Services, Disabilities, Elementary Secondary Education, *Equal Education, Ethics, Gifted, *Interactive Video, Keyboarding (Data Entry), Media Research, *Microcomputers, Preschool Education, Thinking Skills

This collection provides an overview of literature entered into the ERIC database in 1990 on computer applications in elementary and secondary education, adult education, and special education. The first of four sections contains a list of overview documents on computer assisted instruction. Focusing on special applications, the second section lists documents on artificial intelligence, cognitive processes and thinking skills, computer literacy, computer networks (including distance education and telecommunications), computer equity, counseling and guidance, interactive video, keyboarding, the Logo programming language, management/administration, research, software, and tests and testing. References to documents for various subject area applications are listed in the third section under the headings of Business, English as a Second Language and Foreign Languages, Fine Arts, Language Arts, Mathematics, Physical Education, Programming, Reading, Science, Social Studies, Vocational Education, and Writing. The fourth section contains references to documents on special populations grouped into the following categories: adult education, disabled learners and learning disabilities, disadvantaged, gifted, and preschool education. Each entry includes the title and author of the document, information on price and availability, the publication type, major ERIC descriptors, and an abstract. An alphabetical index of authors and information on ordering ERIC documents are included. (DB)

ED 345 752 IR 054 132

Stripling, Barbara K.

Libraries for the National Education Goals.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-937597-34-1

Pub Date—92

Contract—RI88062008

Note—125p.; For a digest based on this monograph, see IR 054 144; for three key related reports, see ED 319 143, ED 327 985, and ED 334 279.

Available from—Information Resources Publications, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (IR-94; $10.00 plus $2.00 shipping and handling).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Achievement, Adult Education, Career Exploration, Computer Networks, Drug Education, *Educational Improvement, Educational Research, Elementary Secondary Education, Learning Readiness, Learning Resources Centers, *Library Role, Lifelong Learning, Literacy Education, *National Programs, Postsecondary Education, Program Descriptions, Public Libraries, School Libraries

Identifiers—America 2000, Information Skills, *National Education Goals 1990

Focusing on the major educational initiatives of our times–the National Education Goals outlined and endorsed in 1990 by the nation's governors, and President Bush's America 2000 strategy–this report reviews and summarizes information about the role of libraries in many different educational efforts designed to meet the national goals. It is argued that libraries can and must play a pivotal role in meeting these goals, including efforts to prepare students to cope with learning in an information age (resource-based learning), and to provide a national electronic network for students, teachers, administrators, and community members (the National Education and Research Network). This work provides direct evidence of the relationship between existing and developing library programs and the national education initiatives, citing specific examples whenever possible or appropriate. A separate chapter is devoted to each of the six goals to be reached by the year 2000. Within each chapter, information is presented for each of three spheres of influence defined in "Education Counts: An Indicator System To Monitor the Nation's Educational Health" (U.S. Department of Education, 1991)–learning and schools, social context, and national values. Within each sphere of influence, examples of ways in which libraries can contribute to meeting the goal are presented together with research findings, comments, and highlights of programs already involved in the types of activities related to a particular example, and sources of the information given are cited. A 15-item selected bibliography of sources on which this work is based concludes the report. (BBM)

ED 345 753 IR 054 144

Brennan, Mary Alice

Libraries for the National Education Goals. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-92-4

Pub Date—Jun 92

Contract—RI88062008

Note—4p.; Based on "Libraries for the National Education Goals," by Barbara K. Stripling; see IR 054 132.

Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).

Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Adult Education, Career Exploration, Computer Networks, Drug Education, *Educational Improvement, Elementary Secondary Education, Learning Readiness, Learning Resources Centers, *Library Role, *Library Services, Lifelong Learning, Literacy Education, *National Programs, Postsecondary Education, Program Descriptions, Public Libraries, School Libraries

Identifiers—America 2000, ERIC Digests, Information Skills, *National Education Goals 1990

This digest highlights the findings of an extensive review and analysis of the literature related to the role of libraries in education. The review was undertaken to demonstrate the critical role libraries can play in meeting the six National Education Goals adopted in 1990 by the President and the governors of the United States. The goals, which are to be accomplished by the year 2000, are as follows: (1) all children in America will start school ready to learn; (2) the high school graduation rate will increase to at least 90 percent; (3) American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy; (4) U.S. students will be the first in the world in science and mathematics achievement; (5) every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship; and (6) every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning. A brief statement about each of the goals is provided, followed by highlights of two programs related to that goal. Four key publications, including the monograph on which this digest is based, are listed as references. (BBM)

ED 345 756 IR 054 159

Stonehill, Robert M.

Myths and Realities about ERIC. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-92-3

Pub Date—Jun 92

Contract—RI88062008

Note—4p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, Clearinghouses, *Databases, *Education, Federal Programs, *Information Services, Information Sources, *Information Systems, Microfiche, Online Searching, Publications

Identifiers—*ERIC, ERIC Digests

Ten commonly held misconceptions about the Educational Resources Information Center (ERIC) information system are presented together with a brief discussion of the facts for each one. These factual responses provide the following overview of the ERIC system. ERIC is a national information system that includes 16 clearinghouses and four support components. In 1991, the system acquired and indexed 30,000 new documents and journal articles, produced more than 200 publications, responded to more than 100,000 requests for information, distributed more than 17 million microfiche, and increased its formal network of ERIC Partners to more than 500 education organizations. ERIC is the world's most widely used education database, with more than 3,000 locations around the world receiving ERIC print or database products. About 900 of these maintain complete microfiche collections and provide search services for clients. It is easy to submit documents to ERIC and authors remain free to submit their work to any journal or publisher. The system has strict quality control procedures that govern the selection of documents; in 1991, approximately 32% of the documents submitted were rejected. Announcing a document in ERIC can be an effective marketing tool, as people are more apt to want an original document from the publisher than a photocopy or microfiche from ERIC. The system produces four reference and referral databases as well as the bibliographic database of ERIC documents and journal articles. ERIC is committed to reach audiences that include practitioners, policymakers, and parents, as well as researchers. Components of the ERIC system responded to more than 42,000 requests from teachers and administrators in 1991, and several recent studies show that not only is ERIC recognized by teachers and administrators, but that its products are used and appreciated. (BBM)

ED 346 850 IR 015 685

Ely, Donald P.

Trends in Educational Technology.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-937597-35-1

Pub Date—92

Contract—RI88062008

Note—65p.; For the two earlier volumes in this series, see ED 308 859 and ED 326 212.

Available from—Information Resources Publications, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (IR-93; $7.50 plus $2 shipping and handling).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Adoption (Ideas), *Content Analysis, Distance Education, *Educational Technology, *Educational Trends, Elementary Secondary Education, Evaluation, Instructional Design, Instructional Development, Instructional Innovation, Microcomputers, Research Methodology, Teacher Role, Telecommunications

Based on the findings of a content analysis of representative literature on educational technology, this report examines the trends in educational technology from October 1, 1990 through September 30, 1991. Ten trends for 1991 are identified and discussed: (1) the creation of technology-based teaching/learning products is based largely on instructional design and development principles; (2) evaluation has taken on greater importance as the concept of performance technology has been further developed; (3) the number of educational technology case studies is growing and provides general guidance for potential users; (4) distance education is evident at almost every educational level in almost every sector; (5) the field of educational technology has more and better information about itself than ever before; (6) computers are pervasive in the schools as virtually every school in the United States has microcomputers; (7) telecommunications is the link that is connecting education to the world; (8) the teacher's role in the teaching and learning process is changing as new technologies are introduced into the classroom; (9) there is increasing pressure for the schools to consider the adoption of technology while, at the same time, concern is expressed for the impact of technology on children in the society at large; and (10) professional education of educational technologists has stabilized in size and scope. An analysis of trends since 1988 and an explanation of the methodology used in this study conclude the monograph. Copies of worksheets, definitions, and additional data are appended. (49 references) (BBM)

ED 346 874 IR 054 082
Lamme, Linda Leonard Beckett, Cecilia
Whole Language in an Elementary School Library Media Center. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-92-2
Pub Date—Apr 92
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Childrens Literature, Elementary Education, Elementary School Curriculum, *Learning Resources Centers, Library Collection Development, Library Materials, *Library Role, Literature Appreciation, *Media Specialists, School Libraries, Teaching Methods, Thematic Approach, *Whole Language Approach, Writing Instruction
Identifiers—ERIC Digests, Librarian Teacher Cooperation

This digest examines changes that are involved in an elementary school library media program when the school's instructional methods move from a basic skills to a whole language approach. These changes are discussed in terms of three curricular foci–theme studies, process writing, and literature-based reading–and new demands that are placed on the collection and the school librarian. Because the whole language approach relies heavily on children's literature instead of textbooks, large numbers of trade books are required, and librarians must work cooperatively with teachers to ensure that the necessary resources are available in the media center when needed. Flexible scheduling in the school media center is important to the success of theme studies as it allows children to seek answers to questions as they arise. Since whole language creates an enormous demand for books, videos, cassettes, and computer programs, library media specialists can expect dramatic changes in collection use as well as changes in their role. Not only must library media specialists become very familiar with the library collection, but they must also serve as a resource to students and teachers during the planning and execution of theme studies, a teacher of information skills, and an instruction leader. (10 references) (MAB)

ED 348 042 IR 015 820
Hlynka, Denis Yeaman, Andrew R. J.
Postmodern Educational Technology. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-92-5
Pub Date—Sep 92
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free with self-addressed stamped envelope).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Critical Thinking, Delivery Systems, *Educational Philosophy, *Educational Technology, Individual Differences, Media Selection, Teaching Methods
Identifiers—ERIC Digests, *Postmodernism

The field of educational technology was built on the positivist, modernist search for a best medium towards universal communication and the teaching of predetermined behavior and thinking patterns. Once, this medium was thought to be motion pictures, then television, then programmed instruction, and today it is hoped that it will be instructional systems development, intelligent tutoring systems, and microcomputers. The past emphasis of educational technology on automated delivery systems favors the biases of the industrial, scientific, modern era. However, postmodernism is a philosophic approach that questions all dimensions, including the positivist, scientific paradigm of linear progress. In the postmodern context there is no one best way to communicate and to educate. To realize this is to begin to think as a postmodernist. Postmodern thinking has entered the mainstream of educational technology theory and practice. It can no longer be perceived as neutral or as leading inevitably to progress. The hidden power within educational technology can influence education, training, curriculum, and people. Yet it can make a difference through rigorous philosophic thinking, rethinking, deconstructing and criticizing. In short, educational technology is becoming postmodern. (15 references) (Author/BBM)

ED 348 053 IR 054 214
Weller, Carolyn R., Ed. Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1991. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1991.
ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 92
Contract—RI89002001
Note—96p.; For the 1990 edition, see ED 335 060.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Abstracts, Annotated Bibliographies, *Clearinghouses, *Education, Educational Research, Federal Programs, Literature Reviews, *Publications, *Resource Materials, State of the Art Reviews
Identifiers—*Educational Information, *ERIC

This annotated bibliography provides citations, abstracts, and indexes for the 262 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1991. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1992) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Personnel Services; (3) Reading and Communication Skills; (4) Educational Management; (5) Handicapped and Gifted Children; (6) Language and Linguistics; (7) Higher Education; (8) Information Resources; (9) Junior Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teacher Education; (15) Tests, Measurement, and Evaluation; and (16) Urban Education. Indexes by subject, personal author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouses' scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (BBM)

ED 348 054 IR 054 273
Tennant, Roy
Internet Basics. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-92-7
Pub Date—Oct 92
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free with stamped, self-addressed envelope while supply lasts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Networks, Computer System Design, Databases, *Electronic Mail, Electronic Publishing, Federal Programs, *Information Retrieval, International Programs, Microcomputers, *Teleconferencing
Identifiers—*Communications Protocols, ERIC Digests, File Transfer Protocol, *Internet, Main Frame Computers, National Research and Education Network, National Science Foundation

The Internet is a worldwide network of computer networks. In the United States, the National Science Foundation Network (NSFNet) serves as the Internet "backbone" (a very high speed network that connects key regions across the country). The NSFNet will likely evolve into the National Research and Education Network (NREN) as defined in the High Performance Computing Act of 1991. For the Internet to exist, there must be connections between computers and agreements on how they are to communicate. These connections, which can consist of any of a variety of communication media or methods, are usually established within areas or regions by the particular networking organization with authority or economic interest in that area. The Transmission Control Protocol/Internet Protocol (TCP/IP) currently defines how Internet computers, from personal computers to mainframes, are to communicate. Electronic mail (e-mail) can be used by two Internet users to exchange messages with each other, distribute messages to a list of subscribers, support electronic discussions, or distribute electronic journals (e-journals). The Telnet facility for remote login enables computer users to establish connections with bibliographic databases, campus information systems of various universities, full-text databases, data files, and other online services. The File Transfer Protocol enables the user to transfer virtually any kind of file that can be stored on a computer from one Internet-connected computer to another. Tools such as Gopher, WAIS, and World Wide Web make information on the network easier to locate and use. Although the use of NSFNet has been limited to non-profit research and educational uses, dialogues have recently begun about commercialization and privatization of the its infrastructure. (10 references) (BBM)

ED 348 055 IR 054 276
Brandhorst, Ted, Ed. And Others
ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—92
Contract—RI89002001
Note—1,174p.; Supersedes previous edition, ED 219 082. Loose-leaf, updated continuously. For individual sections, see IR 054 277-291.
Available from—ERIC Processing and Reference Facility, 1301 Piccard Drive, Rockville, MD 20850-4305 ($75; individual sections, $7.50).
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)
EDRS Price - MF09/PC47 Plus Postage.
Descriptors—*Abstracting, *Cataloging, Databases, Documentation, Glossaries, *Indexing, *Information Processing, Information Storage, Information Systems, Keyboarding (Data Entry,

BEST COPY AVAILABLE

Lexicography, Library Science, *Library Technical Processes, Microreproduction, *Thesauri
Identifiers—Data Entry, *ERIC

This loose-leaf manual provides the detailed rules, guidelines, and examples to be used by the components of the Educational Resources Information Center (ERIC) Network in acquiring and selecting documents and in processing them (i.e., cataloging, indexing, abstracting) for input to the ERIC computer system and subsequent announcement in "Resources in Education" (RIE) and "Current Index to Journals in Education" (CIJE). The 16 sections of the manual are entitled: (1) Introduction (an overview of the ERIC system); (2) Acquisitions (procedures used to acquire documents and journal articles); (3) Selection (evaluation criteria for choosing material for the database; (4) Handling and Shipping (Clearinghouse and ERIC Facility practices concerning the preparation and movement of documents between these two components); (5) Cataloging (preparation of the bibliographic data); (6) Abstracting/Annotating (guidelines for writing and editing abstracts and annotations); (7) Indexing (assignment of ERIC Descriptors and Identifiers); (8, Part 1) Vocabulary Development and Maintenance-Descriptors (procedures for maintaining the "Thesaurus of ERIC Descriptors"; (8, Part 2) Vocabulary Development and Maintenance–Identifiers (procedures for maintaining the "Identifier Authority List"; (9) Data Entry (procedures for data preparation for RIE, CIJE, and full-text ERIC Digests); and (10) Database Changes (Post-Publication). Three appendixes are also included: (A) ERIC Clearinghouse Scope of Interest Guide (131-page detailed discussion of each Clearinghouse's scope, along with relevant indexing terms); (B) Document Preparation (for Filming); and (C) ERIC Indexing Handbook (Clearinghouse Indexing Practices) (120-page discussion of individual Clearinghouse indexing practices). A Glossary of Terms (with Acronym List) and an overall index to the complete manual (augmenting the individual section indexes) are also included. This manual will be of interest to all organizations that use the ERIC database. (CRW)

ED 348 056 IR 054 277
Brandhorst, Ted, Ed.
Introduction. ERIC Processing Manual, Section I.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—92
Contract—RI89002001
Note—35p.; Loose-leaf, updated continuously. Section 1 of the ERIC Processing Manual (IR 054 276).
Available from—ERIC Processing and Reference Facility, 1301 Piccard Drive, Rockville, MD 20850-4305 ($7.50).
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Abstracting, *Cataloging, Databases, Documentation, *Indexing, *Information Processing, Information Storage, Information Systems, Lexicography, Library Science, *Library Technical Processes, *Thesauri
Identifiers—*ERIC

This document describes the major organizational components of the Educational Resources Information Center (ERIC) system, the interactions between those components, and the major products and services provided by those components. (WTB)

ED 348 057 IR 054 278
Mathews, Gail, Ed.
Acquisitions. ERIC Processing Manual, Section II.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—92
Contract—RI89002001
Note—66p.; Supersedes previous edition, ED 219 083. Loose-leaf, updated continuously. Section 2 of the ERIC Processing Manual (IR 054 276).
Available from—ERIC Processing and Reference Facility, 1301 Piccard Drive, Rockville, MD 20850-4305 ($7.50).
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Copyrights, *Databases, Documentation, *Library Acquisition, Publications, Recordkeeping
Identifiers—*ERIC

Rules and guidelines are provided for the process of acquiring documents and journal articles to be considered for inclusion in the ERIC database. The differing responsibilities of the Government, the ERIC Clearinghouses, and the ERIC Facility are delineated. The various methods by which documentary material can be obtained are described. Sample solicitations are provided covering different situations. The need for proper recordkeeping and forms is emphasized and examples are given of form letters, reply cards, thank you notes, in-process records, scope overlap notices, reproduction release forms, etc. The systemwide list entitled "ERIC Acquisitions Arrangements" is described and its proper use specified. Acquisitions as it applies to the "Current Index to Journals in Education" is also covered. The use and preparation of the "Acquisitions Data Report" (ADR) for duplicate checking of incoming materials is also discussed. The "Submitting Documents to ERIC" brochure is reproduced. An index concludes the publication. (CRW)

ED 348 058 IR 054 279
Brandhorst, Ted, Ed.
Selection. ERIC Processing Manual, Section III.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—92
Contract—RI89002001
Note—42p.; Supersedes previous edition ED 219 084. Loose-leaf, updated continuously. Section 3 of the ERIC Processing Manual (IR 054 276).
Available from—ERIC Processing and Reference Facility, 1301 Piccard Drive, Rockville, MD 20850-4305 ($7.50).
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Databases, Documentation, *Evaluation Criteria, *Library Material Selection, Publications, *Quality Control, Reprography
Identifiers—*ERIC

Rules and guidelines are provided governing the selection of documents and journal articles to be included in the ERIC database. Selection criteria are described under the five headings: (1) Appropriateness of content/subject matter; (2) Suitability of format, medium, document type; (3) Quality of content; (4) Legibility and reproducibility; (5) Availability. It is emphasized that quality of content is ERIC's single most important selection criterion. Various types of documents are listed and grouped, for selection purposes, under the headings "Most Suitable," "Acceptable," "Unsuitable." Possible actions to remedy physical problems with otherwise acceptable documents are described. Factors to be considered when selecting documents of the following special types are covered in detail: dissertations and theses; brief materials; corporation-produced materials; bibliographies; documents that cannot be reproduced; documents of local/parochial interest; instructional materials (for student or teacher); research reports. A special section deals with the selection of journals for coverage by "Current Index to Journals in Education" (CIJE) and the selection of journal articles from journals not covered comprehensively. (WTB)

ED 348 059 IR 054 280
Brandhorst, Ted, Ed. And Others
Handling and Shipping. ERIC Processing Manual, Section IV.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—92
Contract—RI89002001
Note—48p.; Supersedes previous edition ED 219 085. Loose-leaf, updated continuously. Section 4 of the ERIC Processing Manual (IR 054 276).
Available from—ERIC Processing and Reference Facility, 1301 Piccard Drive, Rockville, MD 20850-4305 ($7.50).
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Documentation, *Information Processing, Library Technical Processes, Office Practice, Records (Forms)
Identifiers—*Document Handling, *ERIC, Mailing and Shipping

Rules and guidelines are provided for the handling and shipping of document and journal article information intended for announcement in ERIC's abstract journals "Resources in Education" and "Current Index to Journals in Education." The handling and shipping involved takes place between the ERIC Facility and the ERIC Clearinghouses (both ways). A wide variety of topics are covered: duplicate checking, priority documents, date stamping, acknowledgments to contributors, inter-clearinghouse transfers, OERI Policy Disclaimer labels, reproduction release labels, scope overlap labels, log sheets, packing and wrapping, address labeling. Detailed instructions are given for contributing data to the systemwide duplicate checking tool, the "Acquisitions Data Report" (ADR). (WTB)

ED 348 060 IR 054 281
Weller, Carolyn R., Ed.
Cataloging. ERIC Processing Manual, Section V.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—92
Contract—RI89002001
Note—209p.; Supersedes previous edition ED 219 086. Loose-leaf, updated continuously. Section 5 of the ERIC Processing Manual (IR 054 276).
Available from—ERIC Processing and Reference Facility, 1301 Piccard Drive, Rockville, MD 20850-4305 ($7.50).
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Cataloging, Check Lists, *Classification, Databases, Indexing, Information Retrieval, Information Storage, *Library Technical Processes
Identifiers—*ERIC

Rules and guidelines are provided for ERIC catalogers and editors engaged in capturing bibliographic data for the documents and journal articles entered into the ERIC database. A general discussion of the principles of ERIC cataloging, definitions used, use of mandatory vs. optional data elements, etc. is provided in the Introduction. The body part of the section is organized alphabetically by the keyword of 24 data elements: Abstract/Annotation; ERIC Accession Number; Audience; Author; Availability (Other Than EDRS); Clearinghouse Accession Number; Contract/Grant Number; Descriptors; Geographic Source; Government Status; Identifiers; Institution; Issue (of Abstract Journal); Journal Citation; Language; Level of Availability (at EDRS); Note; Pagination; Publication Date; EDRS Price Code; Publication Type; Report Number; Sponsoring Agency; and Title. Within each data element the material is organized by: (1) Profile–displaying the name of the element, the keyword used in entering the data element, files ('Resources in Education" and "Current Index to Journals in Education") in which the data element appears, mandatory/optional status, ERIC component supplying the data, character set (alphabetic, numeric, and special used), subfields, field length, and field ID number on the ERIC magnetic tape); (2) Typical Entry; (3) Text–including rules and guidelines, relationship to other fields, any authority lists; (4) Summary of Significant Rules; and (5) Examples. Several of the data elements have associated authority lists (country names, language names, publication types, etc.). Three attachments are included: (1) Obsolete/Discontinued Fields (a 3-page description); (2) Cataloging Specific Types of Documents; and (3) CENDI/COSATI Guidelines for "Organization Names" (extracted from its "Guidelines for Descriptive Cataloging of Reports"). (CRW)

ED 348 061 IR 054 282

Brandhorst, Ted, Ed.

Abstracting/Annotating. ERIC Processing Manual, Section VI.

ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—RI89002001

Note—44p.; Supersedes previous edition ED 219 087. Loose-leaf, updated continuously. Section 6 of the ERIC Processing Manual (IR 054 276).

Available from—ERIC Processing and Reference Facility, 1301 Piccard Drive, Rockville, MD 20850-4305 ($7.50).

Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Abstracting, Databases, Information Retrieval, Information Storage, Library Technical Processes, *Technical Writing

Identifiers—*ERIC

Rules and guidelines are provided for the preparation of abstracts and annotations for documents and journal articles entering the ERIC database. Various types of abstracts are defined, including the Informative, Indicative, and mixed Informative-Indicative. Advice is given on how to select the abstract type appropriate for the particular document. The content of a good abstract is covered under such headings as Subject Matter, Purposes, Author's Viewpoint, Intended Audience, Relationship to Other Works, Intended Use, Special Features, Results or Findings. Detailed rules are provided for the composition of an abstract, covering such topics as Length, Voice, Tense, Abbreviations and Acronyms, Lists, Numbers, etc. Certain kinds of documents present special abstracting problems and these are treated under the following headings: Reports (Research and Technical); Speeches/Presentations; Curriculum Guides; Program Descriptions; Textbooks; Bibliographies; Multiple-Author Works; Tests. Journal article annotations are distinguished from document abstracts and the special rules covering annotations are described. (WTB)

ED 348 062 IR 054 283

Houston, Jim, Ed.

Indexing. ERIC Processing Manual, Section VII.

ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—RI89002001

Note—62p.; Supersedes previous edition ED 219 088. Loose-leaf, updated continuously. Section 7 of the ERIC Processing Manual (IR 054 276). See also related ERIC Indexing Handbook (Clearinghouse Indexing Practices) (IR 054 290, ERIC Processing Manual, Appendix C).

Available from—ERIC Processing and Reference Facility, 1301 Piccard Drive, Rockville, MD 20850-4305 ($7.50).

Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Check Lists, *Coordinate Indexes, Databases, *Indexing, Information Retrieval, Information Storage, Library Technical Processes, Search Strategies, *Subject Index Terms

Identifiers—*ERIC

Rules and guidelines are provided for subject indexing in the ERIC system. The principle of "subject access" is discussed with particular reference to "coordinate indexing," which involves designating subject content by unit terms (or tags) that may be put together or "coordinated" for subsequent retrieval. The nature of educational literature and the characteristics of educational community user groups are delineated in order to place ERIC indexing in proper perspective. Indexing tools necessary for the ERIC indexing process are also described, including the "Thesaurus of ERIC Descriptors," the "ERIC Identifier Authority List," and the "ERIC Indexing Handbook (Clearinghouse Indexing Practices)." Detailed guidelines are presented on the indexing process itself, involving: (1) examination of the document; (2) identification of indexable information, e.g., population characteristics (including educational level and age level), document form/type, curriculum or educational subject/field, activity, methodology, materials, audience, and proper names; (3) translation and negotiation of indexable concepts into approved terminology, i.e., ERIC Descriptors and Identifiers. Additional guidance is offered on several special indexing issues, including specificity of indexing, weighting (major/-minor terms), over- and under-indexing, index term capitalization and punctuation, and the indexing review process. (JH)

ED 348 063 IR 054 284

Houston, Jim, Ed.

Vocabulary Development and Maintenance–Descriptors. ERIC Processing Manual, Section VIII (Part 1).

ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—RI89002001

Note—186p.; Supersedes previous edition ED 219 089. Loose-leaf, updated continuously. Section 8, part 1, of the ERIC Processing Manual (IR 054 276).

Available from—ERIC Processing and Reference Facility, 1301 Piccard Drive, Rockville, MD 20850-4305 ($7.50).

Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Databases, Documentation, Information Retrieval, Information Storage, *Lexicography, Library Technical Processes, *Subject Index Terms, *Thesauri, *Vocabulary Development

Identifiers—*ERIC, *Thesaurus of ERIC Descriptors

Comprehensive rules, guidelines, and examples are provided for use by ERIC indexers and lexicographers in developing and maintaining the "Thesaurus of ERIC Descriptors." Evaluation and decision criteria, research procedures, and inputting details for adding new Descriptors are documented. Instructions for modifying existing Thesaurus terminology are provided, as are procedures for justifying these actions. Details are included on the present-day Vocabulary Development Program that involves all ERIC components and users in the ongoing activities of Thesaurus development. Definitions and functional descriptions are given for the general concepts of "thesaurus" and "descriptors" and for the individual elements included in a standard, structured thesaurus unit, i.e., Main Term, Descriptor Group, Scope Note, UF/USE References, Narrower Terms, Broader Terms, and Related Terms. The purpose and use are described for each of the four sections of the ERIC Thesaurus: Alphabetical Display, Rotated Display, Hierarchical Display, and Descriptor Group Display. Discussions are provided on the use and control of educational terminology, both generally and within the context of the decentralized ERIC Clearinghouse network. Section appendices include a history of the ERIC Thesaurus and some examples of microcomputer templates used for Thesaurus update transactions. (JH)

ED 348 064 IR 054 285

Weller, Carolyn R., Ed. Houston, Jim, Ed.

Vocabulary Development and Maintenance–Identifiers. ERIC Processing Manual, Section VIII (Part 2).

ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—RI89002001

Note—65p.; Supersedes previous edition ED 219 090. Loose-leaf, updated continuously. Section 8, part 2, of the ERIC Processing Manual (IR 054 276).

Available from—ERIC Processing and Reference Facility, 1301 Piccard Drive, Rockville, MD 20850-4305 ($7.50).

Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Databases, Documentation, Information Retrieval, Information Storage, *Lexicography, Library Technical Processes, *Subject Index Terms, *Vocabulary Development

Identifiers—*ERIC, *Identifier Authority List

Comprehensive rules, guidelines, and examples are provided for use by ERIC indexers and lexicographers in creating and using Identifiers, and in developing and maintaining the ERIC Identifier file via the "Identifier Authority List (IAL)." Identifiers and the IAL are defined/described: Identifiers are highly specific entities, including most proper nouns/noun phrases, for which Thesaurus control is unnecessary–they may also be new concepts, under consideration, or awaiting approval, for admission to the ERIC Thesaurus; the IAL lists all current Identifiers and serves as a companion volume or supplement to the Thesaurus. An initial discussion distinguishes Identifier editing procedures between the ERIC database's two subfiles, RIE and CIJE, and differentiates the roles of the ERIC Clearinghouses and the ERIC Facility in IAL maintenance. The next section presents general guidelines/rules applying to all Identifiers (e.g., capitalization, punctuation, length, word form). This is followed by detailed instructions relating to each of twenty specific Identifier categories: Conferences/Meetings; Curriculum Areas; Equipment (including Computers and Software); Facilities; Geographic Locations; Groups (Ethnic); Groups (Occupations); Groups (Other); Health-Related (including Psychology); Historical/Special Events; Languages/Linguistics; Laws/Legislation; Methods/Theories; Miscellaneous; Organizations/Institutions; Personal Names; Projects/Programs; Science and Technology; Tests/Testing; Titles (Literary and Artistic). (JH)

ED 348 065 IR 054 286

Weller, Carolyn R., Ed.

Data Entry. ERIC Processing Manual, Section IX.

ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—92

Contract—RI89002001

Note—62p.; Loose-leaf, updated continuously. Section 9 of the ERIC Processing Manual (IR 054 276).

Available from—ERIC Processing and Reference Facility, 1301 Piccard Drive, Rockville, MD 20850-4305 ($7.50).

Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Databases, Documentation, *Keyboarding (Data Entry)

Identifiers—*Data Entry, *ERIC

Documents and journal articles acquired by the ERIC Clearinghouses are processed (cataloged, indexed, abstracted/annotated) for retrieval and use by the educational community. The bibliographic data resulting from this processing are provided by the ERIC Clearinghouses on a regular basis to the ERIC Processing and Reference Facility. The ERIC database is comprised of two regular bibliographic files containing records for the documents and journal articles–ED File, ERIC Documents announced in Resources in Education (RIE) and EJ File, ERIC Journal Articles announced in Current Index to Journals in Education (CIJE) and a third more recent and smaller file containing the full-text of brief, highly concentrated ERIC called Digests–ERIC Digests Online (full-text records of ERIC Digests). This manual describes the data entry procedures for these files. In addition, the procedures used for preparing data for an internal computerized file listing abbreviated titles of all incoming documents are also described. (CRW)

ED 348 066 IR 054 287
Brandhorst, Ted, Ed.
Database Changes (Post-Publication). ERIC Processing Manual, Section X.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—92
Contract—RI89002001
Note—22p.; Loose-leaf, updated continuously. Section 10 of the ERIC Processing Manual (IR 054 276).
Available from—ERIC Processing and Reference Facility, 1301 Piccard Drive, Rockville, MD 20850-4305 ($7.50).
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Databases, Documentation, *Error Correction, *Information Processing, Information Storage, Information Systems, Library Science, *Library Technical Processes, Maintenance, Quality Control
Identifiers—*ERIC

The purpose of this section is to specify the procedure for making changes to the ERIC database after the data involved have been announced in the abstract journals RIE or CIJE. As a matter of general ERIC policy, a document or journal article is not re-announced or re-entered into the database as a new accession for the purpose of accomplishing a change to its record (e.g., a Level of Availability change). It is not desirable to create essentially duplicate records in the database because of the long term adverse effect of such duplicates on retrieval activities. It is preferable to make a change to an existing record and to see that the database files distributed to vendors are eventually updated with such changed records. This manual states the policies for making changes, defines acceptable versus non-acceptable changes, and details the procedures each component of the ERIC system must follow in order to see that different kinds of database changes are accomplished properly. (WTB)

ED 348 067 IR 054 288
Brandhorst, Ted, Ed. And Others
ERIC Clearinghouse Scope of Interest Guide. ERIC Processing Manual, Appendix A.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—92
Contract—RI89002001
Note—134p.; Loose-leaf, updated continuously. Appendix A of the ERIC Processing Manual (IR 054 276).
Available from—ERIC Processing and Reference Facility, 1301 Piccard Drive, Rockville, MD 20850-4305 ($7.50).
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Clearinghouses, Databases, Decentralization, Documentation, *Education, Indexing, Information Processing, Information Storage, Information Systems, *Intellectual Disciplines, *Interests, Library Science, Library Technical Processes, Specialization, *Subject Index Terms
Identifiers—*Educational Information, *ERIC

This guide identifies and describes the subject areas covered by the ERIC Clearinghouses. Each Clearinghouse scope statement is provided in the following three-part format: (1) Formal Statement–A comprehensive and detailed description of the scope areas, mainly for use by the ERIC Facility in assigning documents (on the basis of their subject matter) to Clearinghouses for processing, for Clearinghouses in referring documents to other Clearinghouses, and as an aid in indexing a document from the point of view of more than just one Clearinghouse; (2) Explanatory Notes–Supplementary notes that modify, qualify, and explain the formal statement; for use primarily within the ERIC network to ensure that operating staff know of special arrangements for coverage made between or among Clearinghouses; (3) Brief Statements–A summary statement for use in broadly disseminated, systemwide promotional flyers and brochures requiring fairly brief treatment of Clearinghouse scope areas. Scope of interest statements for each Clearinghouse are followed by an alphabetical listing of subject index terms particularly applicable to that scope. The terms are made up primarily, but not necessarily entirely, of Descriptors from the ERIC Thesaurus. The final section of the Guide contains a composite alphabetical listing of all of the applicable subject terms and constitutes, in effect, an overall index to the Guide. It is useful in bringing together concepts/terms covered by more than one Clearinghouse, as well as in determining which Clearinghouse covers a particular concept. (WTB)

ED 348 068 IR 054 289
Brandhorst, Ted, Ed. And Others
Document Preparation (for Filming). ERIC Processing Manual, Appendix B.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—92
Contract—RI89002001
Note—25p.; Loose-leaf, updated continuously. Appendix B of the ERIC Processing Manual (IR 054 276).
Available from—ERIC Processing and Reference Facility, 1301 Piccard Drive, Rockville, MD 20850-4305 ($7.50).
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Databases, Documentation, Information Storage, Information Systems, Library Science, *Library Technical Processes, *Microreproduction
Identifiers—*ERIC, Legibility, Reproducibility

The technical report or "fugitive" literature collected by ERIC is produced using a wide variety of printing techniques, many formats, and variable degrees of quality control. Since the documents processed by ERIC go on to be microfilmed and reproduced in microfiche and paper copy for sale to users, it is essential that the ERIC document processor prepare the document in such a way that a reproduced copy of it is a readable and saleable product. The kinds of problems requiring document preparation for filming may be divided into three categories: (1) Physical problems with the pages or sections of the document (e.g., missing pages, oversize pages, etc.); (2) Legibility or reproducibility problems with the type, inks, papers, figures, etc.; (3) "Technical" problems having to do, for example, with the availability of information external to the document, copyrighted segments of documents, requests to change documents, etc. This manual provides guidance to ERIC document processors in how best to prepare a document to be filmed and how to cope with a wide variety of specific problems that commonly occur: window covers, vinyl binders, duplicate pages, blank pages, wrong-reading pages, foldouts, attachments, news releases, non-print components, "layered" pages, photographs, colored paper and inks, handwriting, dot matrix print, small type size, etc. The proper way to affix all labels or stickers used by ERIC is also covered, as well as how to secure a document for transport to the filming site. (WTB)

ED 348 069 IR 054 290
Barnett, Lynn, Ed. Houston, Jim, Ed.
ERIC Indexing Handbook (Clearinghouse Indexing Practices). ERIC Processing Manual, Appendix C.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—92
Contract—RI89002001
Note—123p.; Loose-leaf, updated continuously. Appendix C in the ERIC Processing Manual (IR 054 276). Prepared under the auspices of the ERIC Steering Committee for Technical Operations.
Available from—ERIC Processing and Reference Facility, 1301 Piccard Drive, Rockville, MD 20850-4305 ($7.50).
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Check Lists, *Clearinghouses, Databases, Decentralization, Documentation, *Indexing, Information Retrieval, Information Storage, Library Technical Processes, Specialization, *Subject Index Terms
Identifiers—*Educational Information, *ERIC

Subject indexing in ERIC is performed by subject specialists across 16 geographically dispersed ERIC Clearinghouses, each responsible for a different niche or aspect of educational information. This phenomenon, combined with the broadness of the education field and variability of terminology therein, has led to the development at the Clearinghouses of some unique indexing applications and patterns that are particularly suitable for retrieving their own particular subsets of the educational literature. However, Clearinghouse scope areas (areas of coverage) are not isolated entities, and any given scope area can overlap with others on any given document. Indexers handling documents with scope overlaps need to be aware and have access to the indexing practices of others outside their immediate field of expertise. This handbook was designed to satisfy these needs. It contains summaries of in-house, scope-specific indexing practices, Clearinghouse-by-Clearinghouse, prepared by the indexing supervisor(s) at each Clearinghouse. Routine updates are anticipated as Clearinghouses refine or expand their instructions for new indexers or as the system as a whole changes. The handbook also contains a summary of important ERIC indexing reminders, based on comments and discussions at ERIC technical meetings. The handbook recognizes that indexing and retrieval go hand-in-hand, and ERIC searchers will find the handbook useful when accessing subject areas that crisscross Clearinghouse scope areas. It also recognizes that indexing is not an isolated task in a database like ERIC. The assignment of Descriptors and Identifiers, for instance, is closely related to the decision-making process in assigning Publication Types and Target Audiences, and guidelines are included in the handbook for these latter tasks, as well. This handbook supplements ERIC Processing Manual, Section 7–"Indexing" (IR 054 283). Other materials that should accompany usage of the handbook are the "ERIC Clearinghouse Scope of Interest Guide" (ERIC Processing Manual, Appendix A (IR 054 288)), the "Thesaurus of ERIC Descriptors," and the "ERIC Identifier Authority List (IAL)." (JH)

ED 348 070 IR 054 291
Brandhorst, Ted, Ed. And Others
Glossary of Terms (with Acronym List). ERIC Processing Manual.
ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—92
Contract—RI89002001
Note—37p.; Loose-leaf, updated continuously. One module of the ERIC Processing Manual (IR 054 276).
Available from—ERIC Processing and Reference Facility, 1301 Piccard Drive, Rockville, MD 20850-4305 ($7.50).
Pub Type— Guides - General (050) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials (130)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Abbreviations, *Databases, *Definitions, Documentation, Glossaries, *Information Processing, Information Storage, Information Systems, Library Science, *Library Technical Processes, Thesauri, *Vocabulary
Identifiers—*ERIC

This Glossary contains an alphabetic list of some 291 terms used in the ERIC Processing Manual (EPM) or in connection with the generation of the ERIC database and the work of the ERIC Clearinghouses and other ERIC contractors. Each term is defined as it is used in the ERIC context. Appended to the Glossary is a list of 203 commonly-appearing acronyms, together with what they stand for. (WTB)

JC

ED 338 294 JC 910 512
Williams, Dana Nicole
The Role of Scholarship in the Community College. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-91-04
Pub Date—Jul 91
Contract—RI88062002
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, *College Role, Community Colleges, *Educational Research, Faculty Publishing, Scholarly Journals, *Scholarship, *Teacher Role, Two Year Colleges, *Writing for Publication
Identifiers—ERIC Digests

The community college's mission as a teaching institution rather than a research institution has typically avoided placing scholarship in a central position. In 1988, the Commission on the Future of Community Colleges advocated a broad definition of scholarship encompassing the integration, application, and presentation of knowledge in the core activities of curriculum development, service, and teaching. One researcher defines scholarship as a "systematic pursuit of a topic," whereas research, which builds upon previous scholarly works and results in verifiable knowledge, empirical data, and replicable procedures, is only one form of scholarship. Many community college professionals do not engage in scholarship because conducting outside research means sacrificing teaching hours. In addition to lack of time, lack of support and encouragement from college leaders is another barrier. A third barrier to scholarship is an unwillingness among community college faculty to encroach upon what is seen as the domain of the university. Scholarship can be encouraged in a variety of ways. The mission or goals of the community college must be adjusted to include scholarship, with presidents and deans setting an example for their faculty. An effective reward system will also serve to inspire scholarship. ERIC documents offer advice and guidelines for community college professionals who are interested in being published. In addition, many state and professional associations and state agencies publish high-quality periodicals as a forum for the exchange of information and ideas among their members or faculty members in their state. (JMC)

ED 338 295 JC 910 513
Prager, Carolyn
Learning Centers for the 1990's. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-91-03
Pub Date—Aug 91
Contract—RI88062002
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Libraries, College Role, Community Colleges, Educational Resources, Instructional Improvement, *Learning Laboratories, *Learning Resources Centers, Learning Theories, Models, Remedial Instruction, Skill Development, Two Year Colleges
Identifiers—ERIC Digests, *Learning Assistance Centers

In order to realize their academic missions and respond to state demands for access, assessment, and accountability, the nation's community colleges, along with all other institutions of higher education, are focusing increasingly on the enhancement of academic support services. Learning centers represent an important means of providing learning assistance. They exist in various forms under various names on different campuses. More has been written about the learning resource center (LRC) or library-based format than any other learning center model. The LRC tends to emphasize two main functions: the provision of traditional research, reference, and bibliographic support to students and faculty; and the use of non-print media to bolster learning. Discipline-based support centers, while found more often at senior institutions, also exist at some two-year colleges. Examples include the algebra and calculus microcomputer laboratory at De Anza College and the Life Science Learning Center at Los Angeles Valley College. Stand-alone centers are independent or quasi-independent units, which are not extensions of other institutional functions, such as libraries or student services programs. At two-year colleges, stand-alone centers tend to focus primarily upon the remedial and developmental needs of students most deficient in basic and study skills. Efforts to establish a new learning center or to expand and consolidate the range of services currently provided should have a solid theoretical foundation. An example of a clearly defined conceptual basis is the "Tenore Plan" employed at Bunker Hill Community College (Massachusetts) in the 1980s. The Tenore plan offered a learning center-based approach to individualized remedial and college-level instruction based on learning style assessment. As all sectors of higher education respond to the growing demand for outcomes assessment, learning centers will be challenged to extend learning assistance beyond the remedial and developmental. (JMC)

ED 339 443 JC 920 005
Hirshberg, Diane
The Role of the Community College in Economic and Workforce Development. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-91-05
Pub Date—Dec 91
Contract—RI88062002
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Role, Community Colleges, Cooperative Programs, *Economic Development, Job Training, *Labor Force Development, Retraining, *School Business Relationship, State Programs, Two Year Colleges, *Vocational Education
Identifiers—ERIC Digests

The community college's role in economic development has expanded beyond providing traditional vocational education and job training to include activities as diverse as management and technical assistance for new and small businesses, tech prep programs with high schools, cooperative education programs, partnerships with state agencies, and customized and contract job training for industries. In many states, programs have been implemented which utilize community colleges as the primary providers of job training and skill development. Currently, 437 cooperative education programs, combining classroom learning and practical, paid, on-the-job experience, are administered by community colleges in 47 states. In addition, small business development centers, offering education and training programs as well as counseling, information, and referral services, are operating at 114 colleges nationwide. Community colleges are also assuming key roles in statewide economic development plans in Illinois, Ohio, North Carolina, and California. For example, California's Economic Development Network (EDNet) involves the state's community colleges in centers for applied competitive technologies, centers for international trade development, total quality management and quality assurance training, and hazardous materials technician training. EDNet also includes a database and electronic bulletin board to identify training programs around the state and allow colleges instant access to curricula information. Community colleges are playing a vital role in providing the critical training and retraining of the workforce that business and industry require as the U.S. economy becomes increasingly dependent upon technology. (JMC)

ED 342 453 JC 920 137
Barnes, Cynthia A., Ed.
Critical Thinking: Educational Imperative. New Directions for Community Colleges, Number 77, Spring 1992.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-749-9; ISSN-0194-3081
Pub Date—92
Contract—RI88062002
Note—125p.
Available from—Jossey-Bass Inc., 350 Sansome Street, San Francisco, CA 94104 (Subscriptions: $48.00 individuals; $70.00 institutions).
Journal Cit—New Directions for Community Colleges; v20 n1 Spr 1992
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Accountability, Community Colleges, *Critical Thinking, Faculty Development, *Instructional Innovation, *Interdisciplinary Approach, Social Sciences, *Teaching Methods, *Thinking Skills, Two Year Colleges, Vocational Education, Writing Instruction

The critical thinking movement is responding nationwide to the challenge of teaching thought processes to students. This volume contains 10 articles addressing critical thinking and the instruction of higher-level thinking skills: (1) "Critical Thinking: What, Why, and How," by Richard Paul; (2) "Teaching Critical Thinking across the Curriculum," by John Chaffee; (3) "Assessing Critical Thinking," by Lucy S. Cromwell; (4) "Skipping on the Brink of the Abyss: Teaching Thinking through Writing," by James J. Sheridan; (5) "Teaching Critical Thinking in the Social Sciences," by Carol Lynn H. Knight; (6) "The Critical Literacy Seminar: A Faculty Development and Rejuvenation Strategy," by Margaret B. Lee, Trudy H. Bers, and Richard Storinger; (7) "Great Teaching, Great Learning: Classroom Climate, Innovative Methods, and Critical Thinking," by Lawrence P. Litecky; (8) "Forced To Think: The Title V Mandate in California," by John Feare; (9) "Teaching Critical Thinking in Vocational-Technical and Occupational Classes," by George A. Heyman and Elaine R. Daly; and (10) "Sources and Information: Critical Thinking Skills Instruction in the Community College," by Diane Hirshberg. (JMC)

ED 346 944 JC 920 386
Dziech, Billie Wright, Ed. Vilter, William R., Ed.
Prisoners of Elitism: The Community College's Struggle for Stature. New Directions for Community Colleges, Number 78.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-750-2; ISSN-0194-3081
Pub Date—92
Note—106p.
Available from—Jossey Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($15.95; year's subscription $48 individuals, $70 institutions).
Journal Cit—New Directions for Community Colleges; v20 n2 Sum 1992
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Accreditation (Institutions), Articulation (Education), *College Faculty, College Role, *Community Colleges, Consortia, Databases, Educational Quality, *Elitism, Faculty Publishing, Higher Education, *Intercollegiate Cooperation, *Prestige, Transfer Programs, Two Year Colleges, *Universities

This issue of a quarterly journal, concerned with community colleges focuses on relations between community colleges and four-year institutions, their perceived differences in status, and approaches to overcoming those differences. The issue contains seven articles beginning with "Tradition and Transformation: Academic Roots and the Community College Future," by Gustavo A. Mellander and Bruce Robertson, which discusses new legislative and social realities that will help community college faculty assert their commitment to teaching. Article 2, "The Community College Unbound," by George B. Vaughan, explores the important contributions made by two-year colleges in the areas of research and publication. Next, "Establishing Equality in the Articulation Process," by Roger J. Barry and Phyllis A. Barry, advocates that community colleges become equal partners with the baccalaureate institutions in articulation efforts. The fourth article, "Accreditation and Transfer: Mitigating Elitism," by Carolyn Prager, suggests that the two-year college needs to become a more active partner in accreditation in order to improve transfer. Article 5, "Gaining Stature through Community College-University Consortia," by Gwen May and Al Smith, describes how consortia of universities and community colleges have enhanced community college prestige. The sixth article, "To Acquire Stature: To Thine Own Self Be True," by James O. Hammons, asks that community colleges work toward excellence to impress themselves, rather than universities. Finally, the seventh and last article, "Sources and Information: Community Colleges and Issues of Articulation and Quality," by Diane Hirshberg, presents a literature review of recent ERIC materials on community college-university cooperation in the areas of transfer, minority student programs, and quality. (JMC)

ED 348 111 JC 920 409
Cohen, Arthur M. Brawer, Florence B.
The Collegiate Function of Community Colleges: Fostering Higher Learning through Curriculum and Student Transfer.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-047-8
Pub Date—87
Contract—400-83-0030
Note—268p.
Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco CA 94104 ($29.95).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Articulation (Education), *College Curriculum, *College Faculty, *College Transfer Students, Community Colleges, Enrollment Trends, Higher Education, High Schools, *Liberal Arts, National Surveys, Student Educational Objectives, Teacher Characteristics, Transfer Policy, Transfer Programs, Two Year Colleges, *Two Year College Students, Universities

Specific facets of the collegiate function of the community college are analyzed in this book. Chapter 1 defines the collegiate function as an amalgam of the liberal arts curriculum and efforts to promote student transfer. Chapter 2 focuses on the liberal arts curriculum, pointing to patterns in enrollments and courses offered in the disciplines of science, social science, mathematics, humanities, composition, and fine and performing arts. Enrollment trends between 1975 and 1986 are analyzed for each discipline. Chapter 3 considers the scope of liberal arts-related activities in the noncredit area, outlining the difficulties in integrating continuing education offerings into the credit curriculum. The community college faculty's role in shaping the liberal arts curriculum is the topic of chapter 4, which draws on data from seven national studies to reveal trends in faculty characteristics. Chapter 5 introduces the transfer function as reflected in the intentions and behavior of students, and explores answers to questions concerning the number of students transferring, the number seeking to transfer, and the post-transfer experience. Chapter 6 presents data on the use of tests to screen entering students, and summarizes arguments for and against statewide uniformity in test administration. Services that support the liberal arts curriculum and student transfer, such as orientation, advising, remedial studies, and honors programs, are explored in chapter 7, while chapter 8 looks at examples of interinstitutional cooperation designed to promote student transfer. Finally, chapter 9 offers recommendations for strengthening the collegiate connection. A detailed examination of the five liberal arts disciplines, and 125 references are included. (MPH)

ED 348 128 JC 920 478
Hirose, Shannon
Critical Thinking in Community Colleges. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-92-01
Pub Date—Sep 92
Contract—RI88062002
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, *College Programs, Community Colleges, Controversial Issues (Course Content), *Critical Thinking, Educational Change, *Instructional Improvement, Program Descriptions, *Teaching Methods, Two Year Colleges
Identifiers—ERIC Digests

Practitioners at all levels of education have begun to recognize that addressing the complex social and environmental problems of the future will require individuals capable of reflective and critical thought. Critical thinking has been defined as utilizing a number of cognitive processes and attitudes that undergird intelligent action in diverse situations and fields. Critical thinkers are able to discern the thought patterns and beliefs in the works of others, and to reflect upon their own beliefs, decisions, and actions. Much of community college instruction is delivered through traditional lectures, which promote lower-order learning involving rote memorization. In order to facilitate critical thinking, instructors will need to change their means of presenting information, by emphasizing open-ended questions and other techniques that encourage analysis, problem-solving, conceptualization, self-reflection, and the application of knowledge to the real world. Some educators contend that writing is crucial to critical thinking, because the act of producing written work stimulates new thinking and new discoveries. Others suggest focusing on students' "why" questions, having students analyze the information presented in the textbook to identify the forms of inquiry used to generate it, examine critical analyses of texts, and develop their own criticisms drawing on personal experience. Many community colleges have begun to implement critical thinking programs of their own, most of which begin with seminars for the instructors, focusing on curriculum redesign, coaching, evaluation, and follow-up. Promoting critical thinking will require changes not only in teaching practices, but also in the curricula and mission of community colleges. (MAB)

ED 348 129 JC 920 479
Ignash, Jan
In the Shadow of Baccalaureate Institutions. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-92-02
Pub Date—Sep 92
Contract—RI88062002
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Education), Bias, College Transfer Students, *Community Colleges, *Educational Attitudes, Higher Education, *Institutional Cooperation, Prestige, Professional Recognition, *Status, Two Year Colleges, *Universities
Identifiers—ERIC Digests

Interfering with the ability of community colleges to face the challenges involved in fulfilling their multiple missions is the fact that the colleges are often regarded as "inferior" when compared to four-year baccalaureate institutions. Ironically, many of the concessions that community colleges have made to gain stature have hurt, rather than enhanced, their image. Shifting to the academic calendar, and to a collegiate credit system, has hindered occupational program delivery, while adopting general education requirements has exacerbated credit transfer problems for community college transfer students. In no area is the imbalance of status felt more deeply than transfer. Faculty at four-year schools often regard community college transfer students as inferior, even though they perform as well academically as native students. Moreover, four-year institutions dominate decisions about transfer and are unlikely to relinquish control unless forced to do so by accrediting agencies or state mandate. This imbalance of power has suppressed the community colleges' freedom to set curriculum, particularly limiting interdisciplinary and innovative course offerings. Yet, community colleges continue to serve successfully a diverse and growing population, performing critical and often disparate functions under heavy constraints. Examples of positive collaboration between two- and four-year institutions do exist. Community colleges need not live in the shadow of baccalaureate institutions; equal partnership between two- and four-year schools is vital to achieving effective education for the nation's citizens. (MAB)

PS

ED 338 444 PS 020 068
Bellm, Dan
Child Care Resource and Referral Agencies. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-91-10
Pub Date—91
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Caregivers, *Community Information Services, Community Organizations, *Consumer Education, *Day Care, Early Childhood Education, Educational Quality, Information Dissemination, Information Processing, Parent Materials, Public Agencies, *Referral
Identifiers—*Day Care Selection, ERIC Digests, Public Private Relationship

This ERIC/EECE Digest was adapted from a position paper of the National Association of Child Care Resource and Referral Agencies (NACCRRA). Child Care Resource and Referral (CCR&R) organizations are important for their ability to meet the needs of: (1) consumers, for a single point of access that can help them understand their child care options; (2) child care providers, for training and support; and (3) local governments and agencies, for help in allocating resources. CCR&Rs have grown steadily since the 1970s. A few are housed in state agencies, but most are community-based organizations. Nearly half the states have statewide CCR&R organizations. Services provided by CCR&Rs include: (1) promoting consumer education and parental choice by giving parents detailed information about local child care programs and counseling parents about alternatives when services do not meet their needs; (2) assisting child care providers by offering training; (3) documenting trends and building the supply of child care services; and (4) leveraging resources through public-private partnerships. Information about NACCRRA and an employer-assisted child care information kit from the National Association for the Education of Young Children is provided. (BC)

ED 338 445 PS 020 069
Perrone, Vito
On Standardized Testing. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-91-8
Pub Date—91
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Accountability, Elementary Education, Elementary School Students, Grade Repetition, *Standardized Tests, *Student Evaluation, *Teacher Attitudes, *Test Reliability, *Test Use, Writing Evaluation
Identifiers—Association for Childhood Education International, ERIC Digests

This ERIC Digest was adapted from the Association for Childhood Education International's (ACEI) 1991 position paper on standardized testing. Since the publication of "A Nation at Risk" in 1983, standardized testing programs have expanded greatly. Tests may be of pencil-and-paper or performance-oriented varieties. The purposes of tests include determination of children's placement in gifted programs and grade advancement. Teachers feel compelled to spend time preparing children to take tests in spite of the fact that few teachers believe that a given child's intelligence can be accurately represented by standardized tests. Reasons for caution in the use of tests include the possible loss of children's self-esteem, the distortion of the curriculum, and the lowering of expectations. The ACEI believes that no standardized testing should occur through grade 2, and questions the need for testing in the remaining elementary school years. Teachers increasingly indicate that they can address accountability issues through documentation of children's work. This is most clearly seen in the area of writing. Concerned educators argue that writing cannot be assessed outside the instructional process itself. The digest concludes that performance-based assessment in the classroom, rather than assessment by standardized testing, guarantees an understanding of the growth of individual children. Three references are cited. (BC)

ED 339 548 PS 020 195
Gomez, Rey A.
Teaching with a Multicultural Perspective. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-91-11
Pub Date—91
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingualism, Child Caregivers, *Childhood Attitudes, *Cultural Awareness, Cultural Background, *Cultural Differences, Day Care, Early Childhood Education, Elementary School Curriculum, Ethnic Groups, *Ethnic Stereotypes, *Multicultural Education, Teachers
Identifiers—Developmentally Appropriate Programs, ERIC Digests

This paper discusses teaching with a multicultural perspective in early childhood education. It is emphasized that a major goal of multicultural education is to help children become accustomed to the idea that there are many lifestyles, languages, cultures, and points of view. Other topics include negative stereotypes and the influence that early childhood educators can have on children's positive attitudes. Five myths associated with multicultural education are presented and dispelled. These are: (1) Other cultures should be presented as distinct ways of living that reflect differences from the dominant culture; (2) Bilingualism is a liability rather that an asset; (3) Multicultural education is only relevant in classes with students who are members of the groups to be studied; (4) There should be a separate, unified set of goals and curriculum for multicultural education; and (5) Mere activities, which are not placed in an explicit cultural context, constitute viable multicultural education curriculum. It is emphasized that the promotion of positive self-concepts for children is essential, as is a focus on activities that highlight the similarities and differences of all children's lives. The challenge for educators is to present an effective multicultural education foundation by means of which all children can learn to accept others. Six references are appended. (GLR)

ED 342 463 PS 020 194
Coleman, Mick
Planning for Parent Participation in Schools for Young Children. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-91-9
Pub Date—91
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication (Thought Transfer), Cultural Awareness, Family Influence, Parent Materials, *Parent Participation, *Parent School Relationship, *Parent Teacher Conferences, Parent Teacher Cooperation, *Preschool Education, *Teacher Role
Identifiers—ERIC Digests

Because family and school represent the primary environments in which young children grow and develop, it is important to build and maintain strong parent participation in preschool education. Teachers can plan parent participation strategies to give equal consideration to the needs of all families represented in a class. Teachers can plan for parental involvement by: recognizing and overcoming barriers to participation; considering the resources and expertise of parents; developing communication strategies for such products as newsletters; planning ahead for parent-teacher conferences and following up on them; empowering parents with confidence; creating an environment that encourages information sharing; and limiting the number of educational objectives. To improve multicultural parent participation, teachers can: ask parents for advice and assistance, avoid generalizations about children from different backgrounds, and review children's social networks and assignments in small group activities. Contains 5 references. (LB)

ED 343 687 PS 020 401
Dowd, Frances Smardo
Library Latchkey Children. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-1
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*After School Programs, Foreign Countries, *Latchkey Children, Librarians, *Library Role, *Library Services, Library Surveys, National Surveys, *Public Libraries, Referral, Users (Information)
Identifiers—ERIC Digests, *Library Public Services

This digest discusses ways in which public libraries deal with latchkey children who spend their after-school hours at public libraries while their parents are at work. Research conducted in 1990 of 110 public libraries revealed that almost all libraries encountered unattended children after school hours, and that most libraries surveyed were not adversely affected by latchkey children. Nine successful or innovative programs in public libraries in the United States and Canada that address the needs of latchkey children are described. These programs often involve transportation of children from schools to the library; using retired senior volunteers; theater presentations; making available arts and crafts, games, computers and typewriters, read-along books, films, and refreshments; activities, including theater presentations, swimming, and field trips; and instruction in etiquette, survival and safety skills. Some programs offer activities designed to foster self-esteem and creativity, child care referral services for parents, and special services for children of immigrants. Recommendations for libraries include interacting with community agencies; conducting research; recruiting children as future library patrons; creating a separate area for children's use; using volunteers; and providing arts and crafts supplies. The digest is adapted from the book, "Latchkey Children in the Library and Community: Issues, Strategies, and Programs" (Oryx Press, 1991). Eight references are cited. (BC)

ED 345 854 PS 020 547
Hartup, Willard W.
Having Friends, Making Friends, and Keeping Friends: Relationships as Educational Contexts. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-4
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Psychology, *Children, *Cognitive Development, Developmental Psychology, Elementary Secondary Education, *Friendship, *Peer Relationship, Personality Development, Preschool Education, *Psychological Patterns, *Social Development
Identifiers—ERIC Digests

Peer relations contribute substantially to both social and cognitive development. The essentials of friendship are reciprocity and commitment between individuals who see themselves more or less as equals. Affiliation and common interests, the main themes in friendship relations, are first understood in early childhood. Friends serve as emotional resources, affording children the security to strike out into new territory and acting as buffers from negative events. Friends also act as cognitive resources, for they teach each other through peer tutoring, cooperative learning, peer collaboration, and peer modeling. Because cooperation and conflict occur more readily in friendships than in other social contexts, friendships are also important to the development of social skills, and children's friendships are thought to be templates for subsequent relationships. Although relatively few investigators have sought to verify the developmental significance of friendship, emerging evidence suggests that having friends, making friends, and keeping friends forecast good developmental outcomes. These outcomes may appear in the areas of positive self-attitudes and the functioning of future relationships. Children with friends are better off than children without friends, though if necessary, other relationships can be substituted for friendships. Consequently, friendships should be viewed as developmental advantages, rather than developmental necessities, and evidence concerning friendships as educational contexts should be read in this light. (AC)

ED 345 866 PS 020 578
Kemple, Kristen M.
Understanding and Facilitating Preschool Children's Peer Acceptance. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-5
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affective Behavior, Aggression, Communication Skills, Conflict Resolution, *Family Role, Interpersonal Competence, Intervention, Parent Participation, Parent Teacher Conferences, *Peer Acceptance, Peer Groups, Peer Relationship, *Preschool Children, Preschool Education, *Reputation, Self Concept, *Social Behavior, *Teacher Role
Identifiers—Caregiver Role, ERIC Digests

This digest discusses factors associated with the acceptance and rejection of preschool children by their peers and offers a number of strategies that teachers and other adults can use in their attempts to help children achieve social acceptance. Behaviors and characteristics associated with peer rejection include aggression and misinterpretation of peers' emotions. Those associated with peer acceptance include cooperation and good communication skills. A child's social reputation may influence the way other children perceive his or her behavior. In order to help a rejected child gain social acceptance, an adult must first identify the child's areas of difficulty through careful, informed observations of peer interactions. Strategies for helping children achieve social acceptance include: (1) grouping children who lack social skills with those who are socially competent; (2) planning special play sessions between a socially isolated child and younger children; (3) for aggressive children, planning activities that present hypothetical situations, and as a result, encourage a wide range of ideas for potential solutions; (4) steering a child who has difficulty entering ongoing play toward smaller or more accepting groups; (5) translating for the peer group the unpopular child's behavior and apparent intentions; and (6) involving the child's family, either directly or indirectly. A list of eight publications is appended. (GLR)

BEST COPY AVAILABLE

ED 345 867 PS 020 579
Lombardi, Joan
Beyond Transition: Ensuring Continuity in Early Childhood Services. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-3
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ancillary School Services, Day Care, *Developmental Continuity, Early Childhood Education, *Educational Objectives, *Family Programs, Health Programs, Kindergarten, *Parent Participation, Parent School Relationship, *Transitional Programs
Identifiers—*Developmentally Appropriate Programs, ERIC Digests

In the early childhood field, the word "transition" is used to describe the period of time that falls between two different types of activities, as well as the time periods in which children move from home to school, from school to after-school activities, from one activity to another within a preschool, or from preschool to kindergarten. Recently, there has been growing consensus that the key to effective services for young children is less through bridging the gap between different types of programs and more through ensuring continuity in certain key elements that characterize all good early childhood education. These key elements are: (1) developmentally appropriate practice that responds to the natural curiosity of young children, reaffirms a sense of self, promotes positive dispositions toward learning, and helps build increasingly complex skills in the use of language, problem solving, and cooperation; (2) involvement of parents with the schools as decision makers, volunteers, and staff, and ongoing communication between parents and teachers; and (3) health care, child care, and other supportive services for children and their families. These elements, which often characterize preschool programs, should continue into the early years of elementary school. This continuity, in and out of the classroom, will ensure continuous and effective services throughout the early years. Eleven references are cited. (AC)

ED 346 992 PS 020 665
Moore, Shirley G.
The Role of Parents in the Development of Peer Group Competence. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-6
Pub Date—92
Contract—OERI-88-062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Rearing, Children, Discipline, *Interpersonal Competence, *Parent Child Relationship, *Parent Influence, *Parenting Skills, Parents, Peer Relationship, Permissive Environment, *Social Development
Identifiers—Authoritarian Behavior, *Authoritative Parenting, Baumrind (Diana), Control (Social Behavior), ERIC Digests, Nurturance

Among studies that have examined the relationship between parenting styles and children's development of social skills, the research of Diana Baumrind is noteworthy. In several studies, she has identified authoritarian, permissive, and authoritative parenting styles, which differ on the dimensions of nurturance and parental control. Authoritarian parents are low in nurturance and high in control; their children are prone to model aggressive modes of conflict resolution. Permissive parents are moderate or high in nurturance and low in control. Their children tend to be sociable, but to avoid taking responsibility for misbehavior. Authoritative parents are high in nurturance and moderate in control. These parents' nurturing behaviors, such as interest in children's daily activities, predict children's social competence. In their use of control, authoritative parents: (1) set behavioral standards for children; (2) use positive reinforcers such as praise to increase children's compliance; (3) prefer discipline in which both sides of an issue are stated and a just solution is sought and in which children are expected to make up for their wrongdoing; and (4) avoid extreme forms of punishment such as physical punishment and ridicule. It is concluded that authoritative parenting styles better facilitate the development of children's social competence than do other parenting styles. Five references are cited. (BC)

ED 348 165 PS 020 744
Chattin-McNichols, John
Montessori Programs in Public Schools. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-7
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Admission Criteria, Cooperation, *Elementary Education, Enrollment, Instructional Materials, *Montessori Method, Preschool Education, *Public Schools, Student Responsibility, Teacher Education, *Teacher Shortage, Teaching Methods
Identifiers—ERIC Digests, Mixed Age Groups

The first Montessori school was founded in Rome in 1907. There was interest in Montessori's methods in the United States between 1910 and 1920, but these methods were forgotten until after 1950, when a second Montessori movement began in the United States. Some schools with Montessori programs are affiliated with the Association Montessori Internationale or the American Montessori Society. Most public elementary schools, however, have no such affiliation. Characteristics of elementary Montessori schools include: (1) students' involvement in individual or small group activity of their choice; (2) an attitude of cooperation rather than competition; (3) an emphasis on student's individual responsibility; and (4) a 3-year range in the age of students. Data from a study of 63 school districts that offered Montessori programs during school year 1990-91 are cited. Problems related to the implementation of Montessori programs in public schools are then discussed. One problem is that of admission criteria, especially the question of whether only children who have had preschool Montessori experience should be enrolled in elementary Montessori programs. However, the greatest problem in starting and maintaining a public school Montessori program is the lack of qualified teachers. Research indicates that in spite of these difficulties, Montessori programs are a popular alternative to traditional public school education. (BC)

RC

ED 336 238 RC 018 314
Coe, Pamelia Kannapel, Patricia
Systemic Reform in Six Rural Districts: A Case Study of First Reactions to the Kentucky Education Reform Act of 1990.
Appalachia Educational Lab., Charleston, W. Va.; ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 91
Contract—RI88062016; RP-91-002002
Note—92p.
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Administrator Attitudes, Boards of Education, *Community Attitudes, Curriculum, *Educational Change, *Educational Equity (Finance), Elementary Secondary Education, *Information Needs, Professional Development, School Administration, *Teacher Attitudes
Identifiers—*Kentucky, Kentucky Education Reform Act 1990, Nepotism

The Kentucky Education Reform Act (KERA) of 1990 was adopted after the Kentucky Supreme Court declared the state's system of schools unconstitutional. The purpose of this study was to identify the sources of information about KERA and to describe community attitudes toward KERA in rural Kentucky school districts during the first few months the law was in effect. The data were gathered in six rural Kentucky school districts using structured interviews, conversations, study of documentary sources, and participant observation. Interviews were conducted with 171 people, including superintendents, central office staff, principals, counselors, teachers, classified employees, school board members, and parents and students. Most respondents were enthusiastic about KERA initiatives that were backed up with funding. They expected to implement KERA faithfully, and saw more factors facilitating than hindering reform. Enthusiasm was highest among those who were best informed about KERA and in districts where the leadership was positive about reform. Most school district professionals and school board members believed themselves to be adequately informed about KERA, while most classified employees, parents, and students did not. Problems in the early phases of implementation include continued funding difficulties and cronyism and patronage in some districts. The appendices include KERA timelines, interview protocols, and state-level contacts who advised researchers. (KS)

ED 339 588 RC 018 536
Cahape, Patricia, Ed. Howley, Craig B., Ed.
Indian Nations At Risk: Listening to the People. Summaries of Papers Commissioned by the Indian Nations At Risk Task Force of the U.S. Department of Education.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-880785-04-8
Pub Date—Jan 92
Contract—RI88062016
Note—130p.; For Final Report of the Task Force, see RC 018 443.
Pub Type— Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Adult Education, Alaska Natives, *American Indian Education, American Indians, *Curriculum Development, Early Childhood Education, *Educational Needs, *Educational Strategies, Educational Trends, Elementary Secondary Education, Federal Indian Relationship, Higher Education, *High Risk Students
Identifiers—Culturally Relevant Curriculum, *Indian Nations At Risk Task Force

This volume contains summaries of 20 papers commissioned by the Indian Nations At Risk Task Force. Based on research, testimony, and written materials submitted to the Task Force by hundreds of educational practitioners and concerned citizens, the papers provide in-depth analyses of current conditions in Native education and set forth rationale, plans, and strategies for the improvement of American Indian and Alaska Native education. The focus is on action to ensure high quality academic programs that are delivered in a Native cultural context. The topics of the 20 papers are: current conditions in American Indian and Alaska Native communities; current demographics and trends in Native American education; responsibilities and roles of governments and Native people in Native education; funding and resources; Native and non-Native teachers and administrators for schools serving Native students; continuous evaluation of Native education programs; early childhood education in Native communities; plans for dropout prevention and special school support services; improving parent participation; incorporating Native languages and culture into the curriculum; strategic plans for use of modern technologies in Native education; curricula for reading and language arts, mathematics and science, and history and social studies; gifted and talented Native students; Native Americans with disabilities; Native higher education; tribal colleges; adult literacy and vocational and technical education; and a concluding prospectus on change and development for Native education. This volume contains information about the authors and the work of the task force, and instructions for obtaining the full-length papers. (SV)

ED 340 541 RC 018 444
Howley, Craig B. And Others
A Parent's Guide to the ERIC Database. Where To Turn with Your Questions about Schooling. Revised Edition.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-880785-02-1
Pub Date—Jan 92
Contract—RI-88-062016
Note—82p.; For the 1989 edition, see ED 307 102.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 ($6.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Bibliographic Databases, Educational Resources, Elementary Secondary Education, Information Centers, *Information Retrieval, Information Sources, *Parent Materials, Reference Materials, Research Methodology, Research Skills, Research Tools
Identifiers—*ERIC

This guide explains what the Educational Resources Information Center (ERIC) database is and how it can be used by parents to learn more about schooling and parenting. The guide also presents sample records of 55 documents in the ERIC database. The cited resources are particularly relevant to parents' concerns about meeting children's basic needs, communicating with school staff, helping students learn, and serving as an advisor or advocate. In addition, the guide provides a separate category of ERIC resources for Spanish-speaking parents. For parents with the necessary energy and academic skills, searching the ERIC database will provide information on selected topics. One chapter describes in detail a manual ERIC search. The guide also discusses the theory and methods of computer searching with CD-ROM (compact disc, read-only memory) and lists prerequisite computer skills. Separate sections of the guide discuss ERIC digests, ERIC resumes, the ERIC system, ordering ERIC documents, the range of information about parents in the ERIC database, and the tools for manual or computer searching (such as the Thesaurus of ERIC Descriptors, ERIC indexes and compact disks). ERIC clearinghouses and institutions with extensive ERIC collections that are available to the public are listed. A glossary is provided to clarify and define terms used in the guide related to the ERIC database. (LP)

ED 340 547 RC 018 452
Barker, Bruce O.
The Distance Education Handbook. An Administrator's Guide for Rural and Remote Schools.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-880785-01-3
Pub Date—Jan 92
Contract—RI-88-062-16
Note—66p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 ($10.00).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrator Guides, *Distance Education, *Educational Planning, Educational Research, Elementary Secondary Education, *Rural Education, Rural Schools, Small Schools, *Telecommunications

This handbook presents a snapshot view of the use of telecommunications technologies to deliver instruction to distant audiences of K-12 students in the United States. The information is intended specifically for people who work in and with small, rural, or remote schools. Available technologies and programming vary widely in offerings and quality. Before selecting a particular program or distant learning system, administrators must consider the issues of the system's purpose, who controls the system, costs, course offerings, scheduling, class size, level of teacher-student interaction, qualifications and evaluation of teleteachers, qualifications and duties of classroom facilitators, and grading and routing class materials. Thirteen types of interactive distance learning technologies are described, and typical costs are outlined. Details are provided on specific programs and projects that use audio conferencing, audiographics teleteaching, fiber optics or microwave, instructional television fixed services, and direct satellite broadcasts. Only limited research on the effectiveness of K-12 distance learning has been completed. This handbook reports available evidence on student achievement, instructional effectiveness, administrator and student satisfaction, teaching methods, teacher-student relationship, and cost effectiveness. Advantages and disadvantages are outlined for satellite, audiographics, and two-way full-motion TV delivery. The final chapter discusses the opportunities that distance education is providing to rural areas and the ways in which it changes the ongoing debate about small rural schools. This book contains 30 references and an annotated bibliography of 35 documents about distance education that are in the ERIC database. (SV)

ED 345 929 RC 018 741
Stevens, Peggy Walker Richards, Anthony
Changing Schools through Experiential Education. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-91-13
Pub Date—Mar 92
Contract—RI-88-062016
Note—4p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adventure Education, Change Strategies, Cooperation, *Curriculum Development, Educational Change, Elementary Secondary Education, *Experiential Learning, Outdoor Education, *School Organization, *Student Role, *Teacher Role
Identifiers—ERIC Digests

This ERIC Digest describes how experiential education can help in designing a curriculum that young people find significant. It also describes ways experiential education can help educators make the transition from a traditional program to an activity-based program. Experiential education differs from traditional education in that teachers first immerse students in action and then ask them to reflect on the experience. Several examples of experiential education involving different disciplines are described to illustrate the benefits of this approach. When experiential education is used, teachers and students must change their roles; both groups become active learners engaged in joint efforts. School organization may need to change in order to support an experiential approach. For example, an all-day time block may be used for certain activities. Adventure is one form of experiential education that is highly effective in developing team and group skills in both students and adults. Adventure activities help develop listening skills, recognize individual strengths, and promote mutual support. These benefits apply equally well to academic problem-solving or to schoolwide improvement efforts. Experiential education is an effective change strategy for schools and a more engaging way of treating academic content. It can also provide a model for helping all those involved in schooling become more comfortable with the unfamiliar roles associated with restructuring schools. (LP)

ED 345 930 RC 018 742
Theobald, Paul
Rural Philosophy for Education: Wendell Berry's Tradition. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-91-12
Pub Date—Jan 92
Contract—RI-88-062016
Note—4p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348 Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Conservation Education, *Educational Philosophy, Educational Trends, Elementary Secondary Education, Environmental Education, Liberal Arts, Role of Education, *Rural Education, *Rural Sociology, Rural to Urban Migration, *Rural Urban Differences, Rural Youth
Identifiers—*Berry (Wendell), ERIC Digests, *Nature Study

This ERIC Digest reviews past and present rural educational philosophy, focusing on the views of Wendell Berry, a Kentucky farmer and novelist who in recent years has emerged as a leading American philosopher. The major difference underlying rural and urban living is the relationship of people with nature. Rural living is much more closely related to nature. Farming, fishing, and logging–typical rural enterprises–must be carried out in ways that conserve the natural world. This principle seems less relevant in an urban setting, where production can often be pressed to whatever level the markeet will bear. Historians believe that schools have incorporated urban tendencies and have required students to become little more than good producers and consumers. The Commission on Country Life, created by President Roosevelt in 1908, was an attempt to counter rural to urban migration. One solution was to stress the study of nature in rural schools in hopes that the appeal of urban life would weaken. By 1920, this movement lost its momentum perhaps due to its proposal that small, rural schools consolidate into larger schools, which was resisted by rural communities. Wendell Berry contends that at present rural schools actively contribute to the decline of rural areas, in both environmental and human terms. Berry calls for a liberal arts curriculum that incorporates rural knowledge and concerns. This will empower rural youth to undertake wise action to cultivate practices and knowledge that will influence their lives for the better. If rural communities are going to survive, rural education must re-establish its equilibrium with nature. (LP)

ED 345 931 RC 018 743
Haas, Toni
What Can I Become: Educational Aspirations of Students in Rural America. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-91-11
Pub Date—Jan 92
Contract—RI88062016
Note—4p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Aspiration, *Academic Failure, Community Involvement, Dropouts, Educational Attainment, *Educational Status Comparison, Elementary Secondary Education, *Parent Influence, Rural Areas, Rural Education, Rural Urban Differences, *Rural Youth, Socioeconomic Background, Student Motivation
Identifiers—ERIC Digests

This ERIC Digest reports on the educational aspirations of rural youth compared with students living in urban and suburban areas. Research indicates that in comparison to urban youth, rural young people felt their parents were much more supportive of their taking full-time jobs, attending trade schools, or entering the military rather than attending college. These lower educational aspirations accompanied lower values for making a lot of money, and higher values for simply making good incomes, having secure jobs, and maintaining friendships. The circumstances that contribute to lower educational aspirations among rural youth include: (1) the strong relationship between socioeconomic status and educational outcomes, i.e., students who come from low-income circumstances have lower educational aspirations than do their more economically advantaged peers; (2) a poverty rate that is higher in rural America than elsewhere; (3) the low educational level of rural parents which tends to influence the educational aspirations of their children; and (4) the lack of managerial and technical jobs requiring college degrees since such jobs have shifted increasingly to urban areas. Rural students cited economic and personal reasons more frequently than their urban and suburban counterparts for dropping out of high school. This report offers recommendations for schools, communities, parents, and policy makers for working together to raise the aspirations of rural youth. (LP)

ED 348 196 RC 018 904
Oliver, Jenny Penney Howley, Craig
Charting New Maps: Multicultural Education in Rural Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ED0-RC-92-1
Pub Date—Aug 92
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Education, *Cultural Awareness, *Cultural Education, *Cultural Pluralism, Culture, Elementary Secondary Education, *Multicultural Education, *Role of Education, Rural Education, *Rural Schools, Social Attitudes
Identifiers—ERIC Digests

This digest reviews the concepts of "culture" and "multicultural education" and advocates multicultural education for rural schools. Culture applies to any group with coherent norms and traditions that help members engage the world around them. Multicultural education seeks to create an environment in which students can understand, respect, and ultimately value cultural diversity. Multicultural education in rural schools merits attention for several reasons, including the changing character of rural life and educational needs and the increasing ethnic and cultural diversity of American society. Three considerations bear on making multicultural education work in rural schools: (1) to reduce cultural isolation and to gain a multicultural perspective, students should first learn about their own culture in order for them to understand and respect other cultures; (2) school practices to address cultural diversity are varied, but attention to the following areas are critical for success–mission, staffing, curriculum and instruction, home and community linkages, extracurricular activities, and student characteristics; and (3) evidence exists that multicultural education is important in making schooling more relevant, decreasing racial stereotyping, and increasing the self-confidence of ethnic minority students. Multicultural education can help individuals and communities value and preserve their own cultural uniqueness and can also serve the same function more generally so that the American multiculutural society values and preserves itself. (LP)

ED 348 197 RC 018 905
Pavel, D. Michael
American Indians and Alaska Natives in Higher Education: Research on Participation and Graduation. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—EDO-RC-92-2
Pub Date—Aug 92
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alaska Natives, *American Indians, *College Attendance, *College Graduates, Educational Attainment, *Equal Education, Faculty Advisers, Higher Education, Longitudinal Studies, Measurement, Racial Differences, *School Holding Power, Secondary Education
Identifiers—ERIC Digests

Achieving equity in the number of American Indian and Alaskan Native students who enter college and subsequently graduate is important to Natives and to the nation as a whole. Based on institutional data and demographic data, state equity scores for enrollment (ESEs) and state equity scores for graduation (ESGs) were computed for seven states with relatively large Native populations. The findings indicate that, in general, the number of Native students enrolled in four-year institutions needs to double in order to achieve equity of Native enrollment in the 1990s, and the number of students graduating from four-year institutions needs to increase considerably for Natives to attain equity. Two longitudinal studies examined time-dependent factors that influence postsecondary enrollment and graduation. McEvans and Astin found that Native students were likely to enroll in public four-year colleges and universities, and to have the lowest retention rates among all ethnic groups. Pavel and Padilla's study suggested that both intentions in high school and academic integration on campus are central to postsecondary outcomes. Several qualitative studies suggest that ethnic enclaves help minority students "scale down" the complexities of the campus environment and that advisors chosen by students who were ethnically matched to them were most effective. Achieving equity in participation and graduation also depends on maintaining continuity with K-12 schools in terms of parental involvement, community-based curriculum, appropriate teaching styles, and caring teachers and administrators. (KS)

ED 348 198 RC 018 906
Knapp, Clifford E.
Thinking in Outdoor Inquiry. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-92-3
Pub Date—Aug 92
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Experiential Learning, *Learning Processes, *Learning Strategies, *Learning Theories, *Outdoor Education, Teaching Methods, *Thinking Skills
Identifiers—*Constructivist Learning, *Constructivist Theory, ERIC Digests

This digest contrasts the traditional view of learning characteristic of classroom instruction with the emerging "constructivist" view that emphasizes the understanding of how and why students learn. The latter takes learning as a knowledge construction process that closely relates to prior knowledge and the learning context. It lends itself to outdoor education in helping students develop the skills and dispositions of thinking. Cognitive and social psychology research findings support the practice of outdoor education. Outdoor educators are uniquely qualified to apply these findings to their practice, as outdoor education provides a meaningful context in which students are directly involved in knowledge construction. Outdoor educators should review and sample the many programs available to teach thinking skills in order to discover appropriate theoretical bases for their students, the settings in which they teach, and for their own teaching styles. If the emerging literature on thinking is correct about learning, teachers will eventually use what they learn to construct their own instructional models and routines. Sample applications to outdoor inquiry include meeting experts on the job, thinking aloud together, forming concepts from experience, examining natural and cultural objects, using outdoor social groups, and generating interesting questions. (LP)

ED 348 199 RC 018 907
Pavel, D. Michael
The Emerging Role of Tribal College Libraries in Indian Education. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-92-4
Pub Date—Aug 92
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Education, American Indians, *College Libraries, Community Colleges, Community Resources, *Developing Institutions, Elementary Secondary Education, Higher Education, *Institutional Cooperation, Library Development, *Library Role, Tribes
Identifiers—ERIC Digests, *Tribally Controlled Schools

Two recent studies clarify the growing importance of tribal college libraries in the overall tribal effort to educate Indian people. Cheryl Duran (1991) applied Flamholtz's organizational development model to the role of libraries in the development of tribal colleges. During the new venture, expansion, professional, and consolidation stages, respectively, tribal college libraries determine the information needs of the college and community, develop basic library resources and capabilities, satisfy standards for accreditation and acceptance within the larger educational community, and forge working relationships among themselves and other non-Indian institutions. Cheryl Metoyer-Duran (1992) interviewed tribal college presidents about the expanding role of tribal college libraries in Indian communities. Tribal college presidents reported that the activities of these libraries are related to the preservation of tribal culture, tribal economic development efforts, and developing information resources and providing services for local elementary and secondary schools and the community. Libraries are an important part of the ongoing crusade for self-determination. Their presence influences curriculum, instruction, and administration at all levels of Indian education. (SV)

ED 348 200 RC 018 908
Escamilla, Kathy
Integrating Mexican-American History and Culture into the Social Studies Classroom. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Report No.—EDO-RC-92-5
Pub Date—Sep 92
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cultural Education, Curriculum Evaluation, Educational Environment, Elementary Secondary Education, Faculty Development, Mexican American Education, *Mexican American History, *Mexican Americans, *Multicultural Education, *Social Studies, Teacher Education
Identifiers—ERIC Digests

This digest discusses the integration of Mexican-American history and culture into social studies curriculum. Teaching Mexican-American history and culture is a means of improving educational attainment among Mexican-Americans, of developing "ethnic literacy" among all students, and helping them understand their uniqueness while improving their self-esteem. It is important to select texts and other curriculum materials that accurately and realistically represent the Mexican-American experience. Many such classroom materials present information that is of superficial value or that portrays Mexican-Americans in unrealistic "hero" or "victim" roles. Aside from good curriculum materials, it is recommended that teachers and other educators have effective preservice and inservice training for teaching Mexican-American history and culture. Also important is a favorable school environment, fostered by extracurricular activities and other cultural events reflecting values of ethnic diversity. In conclusion, integrating Mexican-American history and culture into social studies is an important goal that requires effective staff development, a healthy school environment, and accurate materials that represent the diversity of the Mexican-American experience. This digest includes an examplar bibliography. (TES)

ED 348 201 RC 018 909
Grant, Agnes Gillespie, LaVina
Using Literature by American Indians and Alaska Natives in Secondary Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-92-6
Pub Date—Sep 92
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alaska Natives, American Indian Culture, American Indian History, *American Indian Literature, American Indians, *Cultural Education, *Ethnic Stereotypes, *Multicultural Education, Racial Bias, Secondary Education, Social Attitudes, Social Integration
Identifiers—ERIC Digests, Literary Canon

Literature is a powerful vehicle for the transmission and interpretation of culture. Reading a variety of literature helps students to understand the principles underpinning values and traditions of their own culture and the cultures of others. Studying the myths, legends, and songs of traditional Native literature helps readers understand contemporary Native literature and appreciate its differences from the mainstream. However, the accepted canons of literature exclude works by American Indians and Alaska Natives. Furthermore, the few literary works about Native Americans that have secured a place in the secondary school curriculum were written by non-Natives, are unauthentic, portray cultural information inaccurately, and perpetuate negative stereotypes. Over the centuries, the stereotypical Native American in literature has shifted from simple, superstitious child of God to blood-thirsty savage to noble savage to victimized dispossessed nomad. Non-Native writers today continue to portray Native people as the "other" when they acknowledge their existence at all. It is only by creating and widely circulating their own literature that Native peoples can become a part of the American "ourness" and take their rightful place in the American literary canon. It is time for secondary schools to introduce their students to the growing body of Native literature. This digest contains 17 references and suggested readings for secondary students. (SV)

ED 348 202 RC 018 910
Hodgkinson, Harold
The Current Condition of Native Americans. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-92-7
Pub Date—Sep 92
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alaska Natives, *American Indian Education, *American Indians, Census Figures, *Demography, Elementary Secondary Education, Employment, Health, Higher Education, Population Trends
Identifiers—ERIC Digests, *Native Americans

This digest provides an overview of Native American demography, education, employment, and health conditions. In the 1990 census, 1.9 million Americans claimed American Indian status and over 5 million indicated Indian descent. About 637,000 lived on reservations or trust lands, while over 250,000 lived in cities. Half of Native Americans lived in 6 states and belonged to 10 of the over 500 U.S. tribes and bands. The Navajo reservation, by far the largest, had 143,000 residents. American Indians were about 7 years younger and had a fertility rate about twice the U.S. average (but the birthrate is not increasing). Infant mortality has decreased drastically in recent years, resulting in a large increase of young Natives. The Native death rate from alcohol-related causes was three times higher than in the general population. Native Americans on reservations and in rural areas have high unemployment and poverty rates, but many are starting new businesses. Tribal control or influence over elementary and secondary education of Indian children is increasing, and some public schools are becoming more responsive to the special needs of Indian students. There has been a major increase in Native American college attendance; attendance reached 103,000 in 1990, and the 24 tribal colleges have rapidly increasing enrollments. Native American world views differ markedly from European-based beliefs but seem to be moving into the mainstream. The current generation of Native youth must choose between traditional Native and mainstream American lifestyles, or struggle to balance productive elements of both. (SV)

ED 348 203 RC 018 918
Tierney, Michael
In Our Own Words: Community Story Traditions To Prevent and Heal Substance Abuse. A Teacher's Guide with Examples from Native American and Rural Contexts.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-880785-03-X
Pub Date—Jan 92
Contract—RI88062016
Note—69p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 ($10).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Alaska Natives, Alcohol Education, American Indian Education, *Community Education, Drug Education, Elementary Secondary Education, *Experiential Learning, Participatory Research, *Rural Education, Student Projects, *Substance Abuse, *Writing (Composition)
Identifiers—*Cultural Journalism, *Native Americans

As the national war on drugs continues, children and youth are told to "just say no" but are seldom given the information and skills to sort out the mixed signals coming from peers, adults, and the mass media. This guidebook presents examples of three approaches to community "storytelling" projects through which children and youth can explore conflicting information and feelings about the use of drugs and alcohol. These examples are drawn from projects in rural, American Indian, and Alaska Native communities. Participatory research is a process in which the people affected by an issue or problem develop the information to support action. They learn new skills, undertake the necessary research, and come to their own conclusions. Activities for applying participatory research to substance abuse study include brainstorming, researching drug effects, simple surveys, community surveys, and developing a local resource guide. Cultural journalism can contribute to understanding by looking for both the roots and the cure of substance abuse within personal and collective histories. Activities include private reflection, group discussion, oral history interviews, and shaping the story in written form. Experiential writing activities encourage students to express their own experiences and must take place in a safety zone that guards confidentiality and supports the generation of ideas. This booklet contains 77 references and additional resources. (SV)

ED 348 204 RC 018 919
Knapp, Clifford E.
Lasting Lessons: A Teacher's Guide to Reflecting on Experience.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-880785-06-4
Pub Date—Aug 92
Contract—RI88062016
Note—123p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 ($10).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Classroom Environment, Classroom Techniques, Discussion (Teaching Technique), Educational Theories, Elementary Secondary Education, *Experiential Learning, Learning Processes, *Outdoor Education, *Questioning Techniques, Student Experience, *Teaching Methods, Thinking Skills, *Transfer of Training
Identifiers—*Reflection Process, Reflective Inquiry

An instructional activity is educational only when students understand its meaning and apply their understanding to future situations. Outdoor educators seek to improve teaching and learning through direct experience but, if such experiences are to be meaningful and applied to life situations, teachers must help students learn from carefully planned and guided reflection sessions. This guidebook deals with the theory and practice of reflecting upon experiences, using examples from outdoor education. Chapter 1 discusses common uses of reflection in everyday life; findings of cognitive research related to reflection and experiential learning; six scenarios illustrating classroom uses of reflection; definitions of reflection, knowing, thinking, and learning; types of knowledge and the relationships among them; and contributions of Socrates, Dewey, Piaget, and Vygotsky on the educational value of reflection in a group setting. Chapter 2 describes how to lead a reflection session, focusing on planning, teacher facilitation skills, educational objectives, and developing a supportive climate in a caring community of learners. Other chapters outline questioning strategies and techniques, describe alternate reflection activities, and list questions for teacher reflection on this guidebook. This booklet contains 53 references. Appendices list various types of reflective and evaluative questions, and 47 additional resources: organizations, networks, colleges, books, and bibliographies. (SV)

ED 348 205 RC 018 920
Freitas, Deborah Inman
Managing Smallness: Promising Fiscal Practices for Rural School District Administrators.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-880785-05-6
Pub Date—Apr 92
Contract—RI88062016
Note—80p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 ($10).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Budgeting, *Educational Finance, Elementary Secondary Education, *Financial Problems, *Money Management, Politics of Education, Rural Education, *Rural Schools, *School Administration, School Districts, School Funds, *State School District Relationship
Identifiers—*Small School Districts

Based on a mail survey of over 100 rural school administrators in 34 states, this handbook outlines common problems and successful strategies in the financial management of rural, small school districts. Major problems are related to revenue and cash flow, increasing expenditures, providing quality education programs, and staffing to handle the responsibilities of fiscal management. Education funding is especially vulnerable to state politics, and many financial problems of rural school districts stem from state-aid funding formulas that favor larger urban districts. Some of the most crucial budgetary concerns are rising labor costs, the cost of new technology, and additional curricular mandates from state and federal governments. Successful strategies are listed for dealing with budget concerns and making the funding formula work, and specific examples are described. In particular, the 4-day school week provides some unique solutions to the financial and instructional problems of rural districts. Recommendations are also listed for personnel management, interdistrict cooperation, communication, and "do not do's." Also discussed are the future outlook for rural equity issues, rural school improvement programs, the role of rural education in community development, and educational cooperation. This booklet contains 40 references. Appendices provide brief annotated bibliographies on budgeting, general rural education sources, and recent relevant ERIC/CRESS digests. (SV)

BEST COPY AVAILABLE

SE

ED 348 208 SE 050 496
Blosser, Patricia E., Ed. Helgeson, Stanley L., Ed.
National Association for Research in Science Teaching Annual Conference, Abstracts of Presented Papers (62nd, San Francisco, California, March 30-April 1, 1989).
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Note—253p.; For 1988 abstracts see ED 292 688.
Available from—ERIC/CSMEE, The Ohio State University, 1200 Chambers Road, Suite 300, Columbus, OH 43212 ($10).
Pub Type— Collected Works - Proceedings (021) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—*Academic Achievement, Biology, Chemistry, Cognitive Processes, College Science, Computer Assisted Instruction, Computer Uses in Education, Concept Formation, Curriculum Development, Educational Assessment, *Elementary School Science, Elementary Secondary Education, Foreign Countries, Higher Education, Learning Strategies, Misconceptions, Physics, Problem Solving, Process Education, Science and Society, Science Education, Science Instruction, Science Teachers, Sex Differences, Skill Development, Student Attitudes, *Teacher Education, Teaching Methods, Technology
Identifiers—*Science Education Research

This document contains the abstracts of most of the papers, symposia, and poster sessions presented at the 62nd Annual Conference of the National Association for Research in Science Teaching (NARST). Subject areas addressed include: teacher preparation; science, technology and society; classroom research, elementary science; process skills; curriculum and instruction; misconceptions; achievement; education policy; problem solving; analytical studies; interpretive research; gender differences; attitudes; teacher characteristics; evaluation and assessment; learning; inservice teacher education; science laboratories; and microcomputers. (CW)

ED 348 233 SE 053 314
Berlin, Donna F.
Integrating Science and Mathematics in Teaching and Learning: A Bibliography.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 91
Contract—R117Q00062; RI88062006
Note—63p.; Part of the School Science and Mathematics Association Topics for Teachers Series, Number 6.
Available from—ERIC/CSMEE Publications, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($8.50).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Bibliographies, Curriculum Evaluation, Elementary Secondary Education, Higher Education, *Integrated Activities, Integrated Curriculum, *Interdisciplinary Approach, Learning Activities, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, *Science Curriculum, Science Education, *Science Instruction, Teaching Methods
Identifiers—Mathematics Education Research, Science Education Research

Current reform in mathematics and science education advocates the integration of science and mathematics teaching and learning as a means of improving achievement and attitudes within both disciplines. This bibliography is a collaborative effort involving the ERIC Clearinghouse for Science, Mathematics, and Environmental Education; the National Center for Science Teaching and Learning; the National Science Foundation; and the School Science and Mathematics Association. It is prepared for classroom teachers, teacher educators, curriculum reformers and developers, and educational researchers interested in the integration of science and mathematics teaching and learning. The bibliography of 555 citations is divided into five sections. The "Curriculum Literature" section lists 84 citations dealing with what students are taught. The "Instruction Literature" section lists 251 citations related to how the students are taught. The "Research Literature" section includes 41 citations of research documents from both qualitative and quantitative perspectives of inquiry and reviews of research. The "Curriculum-Instruction" section of 166 citations is used to classify curriculum programs that include instructional activities. The "Curriculum-Evaluation" section of 13 citations is used to classify curriculum programs that include evaluation of curriculum programs. The introduction compares the different sections by number and content and discusses the nature and significance of that content. (MDH)

ED 348 234 SE 053 315
Finley, Fred And Others
A Summary of Research in Science Education 1990.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Association for Research in Science Teaching.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 92
Contract—RI88062006
Note—151p.; For the 1989 summary, see ED 335 237.
Available from—ERIC/CSMEE Publications, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($13.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Attitudes, Concept Formation, Disabilities, Educational Assessment, *Educational Research, *Elementary Secondary Education, Higher Education, *Literature Reviews, Logical Thinking, Museums, Problem Solving, *Research Reports, Science and Society, Science Curriculum, *Science Education, Science Instruction, *Science Teachers, Sex, Teacher Education, Textbooks
Identifiers—Process Skills

The intent of this publication is to consolidate and critique research findings related to teaching and learning in the sciences as they were reported in 1990. The purposes of this and previous summaries include: (1) providing an overview of recent research activity for scholars in the field; (2) providing research information in succinct form for practitioners and development personnel; (3) stimulating ideas for further research; and (4) tracking trends in science education research. In 1990 there was increased reporting of research on conceptual change, problem solving, assessment, and women and minorities in science education. Researchers in science education appear to be using an increased variety of research methods including: standard experimental studies, ethnographies, in-depth clinical interviews, philosophical analyses, surveys, Delphi studies, and cost-effective analyses. The book is divided into the following categories: Conceptual Change and Achievement; Problem Solving; Science Process/Inquiry Skills; Cognitive Development and Logical Reasoning Skills; Assessment and Research Design; the Nature of Science; Science, Technology, and Society; Curriculum and Instructional Intervention Studies; Student Attitudes and Preferences; Equity Issues and Science Education; Students with Special Needs; Teacher Characteristics; Teacher Preparation; Policy Studies; International Science Education; Uses of Technology; Analysis of Science Textbooks; and Informal Science Centers. (More than 200 references) (PR)

ED 348 235 SE 053 316
Roth, Charles E.
Environmental Literacy: Its Roots, Evolution and Directions in the 1990s.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 92
Contract—RI88062006
Note—51p.
Available from—ERIC/CSMEE Publications, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($8.50).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Citizenship Education, *Concept Formation, *Definitions, Development, Educational Assessment, Educational Development, Educational Objectives, *Educational Planning, *Educational Strategies, *Environmental Education, Literacy, Mass Media Role, *Scientific Literacy
Identifiers—*Environmental Literacy, Paradigm Shifts

This report discusses the progress in the development and clarification of the term "environmental literacy" (EL) and suggests ways in which the term may be used to advance the field of environmental education. Part I presents the evolution of EL beginning with a description of the concept as a goal of general education. Discussed in this section is the concept of literacy in general, scientific and environmental literacies, and the essence of EL. The section concludes with a summary of the evolution of the term "EL" from 1969 to 1989. Part II presents a description of the operationalizing of the concept in four sections: (1) refining and clarifying the definition of EL in the 1990's; (2) an EL continuum; (3) stages of environmental literacy; and (4) levels or degrees of EL. The specific aspects of the three major levels, nominal EL, functional EL, and operational EL are described. The third and final part explores directions for the 1990's and includes questions concerning: whose responsibility it is to stimulate and nurture EL; EL and Higher Education; and assessing EL. The appendix lists terms and concepts that environmentally literate citizens should understand. (38 references) (MCO)

SO

ED 338 540 SO 021 696
Clark, Gilbert A.
Examining Discipline-Based Art Education as a Curriculum Construct.
Adjunct ERIC Clearinghouse for Art Education, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Getty Center for Education in the Arts, Los Angeles, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062009
Note—36p.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Art Education, *Curriculum Development, *Curriculum Evaluation, Educational History, Educational Improvement, Elementary Secondary Education, *Instructional Development, Intellectual Disciplines
Identifiers—*Discipline Based Art Education

Discipline-based art education (DBAE) can best be understood as a curriculum construct if it is seen in the context of traditional, major curriculum orientations. The three major curriculum orientations are child-centered orientation, society-centered orientation, and subject-centered orientation. DBAE is a contemporary construct of the subject-centered orientation. Its focus is on developing students' capacities for improving skills in art making activities and improved understanding of related studies including aesthetics, art criticism, and art history. Critics of DBAE have charged that it excludes child-centered or society-centered curriculum orientations. This booklet responds that viewed as a curriculum construct, DBAE is coherent, but not always complete. DBAE can take its place beside child-centered and society-centered orientations to art education. The history behind the emergences of DBAE is discussed in detail. Considerable attention is paid to how DBAE (and other curriculum perspectives) address the main components of the art curriculum–content, student, teacher, and setting. (DB)

ED 339 672 SO 022 011
Johnson, Jeffrey R.
Teaching about the Two Koreas. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-91-7
Pub Date—Aug 91
Contract—RI88062009
Note—4p.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Area Studies, Asian Studies, *Curriculum Development, Educational Resources, Foreign Countries, Global Approach, *Korean Culture, *Korean War, Secondary Education, Secondary School Curriculum, Social Studies, *Teaching Methods, United States History, World History
Identifiers—ERIC Digests, Korea, *North Korea, *South Korea

Recent events in Europe suggest that the pattern of global ideological struggle that provoked the division of Korea is apparently dissolving, giving way to nationalist movements. The division of the Korean people now appears anachronistic. There are signs that reunification is possible. Despite the importance of the Korean peninsula in world affairs, the two Koreas are often neglected in social studies courses. To promote effective teaching about them, this ERIC Digest examines reasons for teaching about Korea and ways to integrate Korea into the curriculum, while recommending useful resources for teachers. (18 references) (Author)

ED 339 673 SO 022 012
Leming, Robert S.
Teaching the Law Using United States Supreme Court Cases. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-91-8
Pub Date—Sep 91
Contract—RI88062009
Note—4p.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, Civics, Constitutional History, *Constitutional Law, Court Role, Democratic Values, Educational Objectives, *Law Related Education, Laws, Secondary Education, Social Studies, *Teaching Methods, United States History
Identifiers—ERIC Digests, *Supreme Court

Since 1789, the Supreme Court has been making decisions that affect all U.S. citizens. The study of Supreme Court cases, therefore, should be an integral part of civic education. This ERIC Digest discusses: (1) constitutional issues and Supreme Court cases that should be taught; and (2) effective strategies for teaching them. It also includes a list of national organizations that develop resources to enhance the teaching of Supreme Court cases. (Author)

ED 343 842 SO 022 197
Wojtan, Linda S., Ed. Spence, Donald, Ed.
Internationalizing the U.S. Classroom: Japan as a Model.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; National Clearinghouse for United States-Japan Studies, Bloomington, IN.; National Precollegiate Japan Projects Network.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-941339-15-7
Pub Date—92
Contract—RI88062009
Note—178p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS), 2805 East Tenth Street, Bloomington, IN 47408-2698.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Area Studies, Curriculum Design, *Curriculum Development, Educational Change, Educational Development, *Educational Strategies, Elementary Secondary Education, Foreign Countries, Foreign Culture, *International Educational Exchange, International Relations, International Studies, *Social Studies, Teacher Education, Teaching Methods
Identifiers—Japan, *Japanese Studies, *United States Study of Education in Japan

This collection of essays presents a rationale for incorporating teaching about Japan in the K-12 curriculum. The volume provides practical examples and guidelines about how to achieve this goal. The essays are organized into three main categories–professional development, curriculum design and enhancement, and exchange. The essays include: "Rationales for Teaching about Japan: Some Reflections" (D. Grossman); "Internationalizing the Social Studies Teacher Education Program: Japan as a Case Study" (P. Weiss); "In-Service Workshops" (R. Martin); "Summer Institutes in the United States" (K. Woods Masalski; L. Wojtan); "Anatomy of a Curriculum Development Project" (G. Mukai); "Creating a Japanese Teaching Resource Center" (Y. Oguzertem; C. Risinger); "Developing Precollegiate Japanese Language Programs" (D. Spence); "Effective Study Tours: Predeparture, On-Site, and Follow-through Activities" (L. Parisi; D. Christian); "Exchange: Bringing People and Ideas Together" (J. Cogan); "Contemporary U.S.-Japan Business Relations: Issues and Networking" (D. Barry; L. Ellington); and "Dwelling in the Experience of Others: Intercultural Collaboration in Action, Japanese Dimensions" (B. Finkelstein). An annotated bibliography of approximately 80 items also is included, as well as lists of organizations numbering 13 educational exchange organizations and 14 members of the National Precollegiate Japan Projects Network. (DB)

ED 345 990 SO 022 117
Holt, Evelyn R.
"Remember Our Faces"–Teaching about the Holocaust. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-92-1
Pub Date—Feb 92
Contract—RI88062009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Anti Semitism, Educational Resources, European History, Instructional Materials, Intermediate Grades, Jews, Middle Schools, Nazism, Secondary Education, *Social Studies, Student Educational Objectives, *Teaching Methods, *World History, *World War II
Identifiers—ERIC Digests, *Holocaust

A Holocaust survivor recently implored social studies teachers to "remember our faces." This becomes an especially poignant plea when one considers the ages of the Holocaust survivors, rescuers, and liberators. This generation will soon be gone. Who will remain to tell their stories? As the 50th anniversary remembrance of World War II continues, the significance of the European Holocaust and its implications for teaching social studies at the middle and high school must be considered. Too often the Holocaust is forgotten in the recitation of dates and battles, commanders and campaigns. The annihilation of more than six million Jews cannot be described in the one or two paragraphs devoted to the Holocaust in the average social studies text. Though Auschwitz, Dachau, Bergen-Belsen, and other Nazi death camps are synonymous with horror, what of the identities of the victims of those camps? How do educators teach about those individuals who died in the camps, of those survivors who left the camps forever changed, or of those rescuers who risked their lives to help others? The goals of this ERIC Digest are to: (1) present a rationale for Holocaust education; (2) discuss curriculum placement for inclusion of the topic; (3) list organizations and resources available to help educators in teaching about the Holocaust; and (4) provide a bibliography of relevant materials in the ERIC database. (Author/DB)

ED 346 016 SO 022 196
Bahmueller, Charles F.
The Core Ideas of "CIVITAS: A Framework for Civic Education." ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-92-2
Pub Date—Mar 92
Contract—RI88062009
Note—4p.; For the book of which this is a digest, see ED 340 654.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizen Participation, *Citizenship Education, *Civics, *Democratic Values, Educational Objectives, *Instructional Materials, Law Related Education, Public Affairs Education, Secondary Education, Social Studies, *Student Educational Objectives, United States History, *Values Education
Identifiers—*CIVITAS, ERIC Digests

"CIVITAS" is a curriculum framework that specifies core ideas for civic education in the U.S. constitutional democracy. It reviews what adults should know and be able to do to as effective citizens. CIVITAS was developed by the Center for Civic Education in cooperation with the Council for the Advancement of Citizenship and with support from the Pew Charitable Trusts. More than 60 scholars contributed to this project as consultants and authors of various parts of the book "CIVITAS: A Framework for Civic Education." This ERIC Digest highlights core ideas in "CIVITAS" on the rationale for civic education. It also addresses educational goals and substantive ideas for teachers on civic virtue, civic participation skills, and civic knowledge. (DB)

ED 348 297 SO 022 514
Erickson, Mary, Ed. Clark, Gilbert, Ed.
Lessons about Art in History and History in Art.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Getty Center for Education in the Arts, Los Angeles, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—92
Contract—RI88062009
Note—112p.
Available from—Social Studies Development Center, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47405.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Art Education, *Art History, Cultural Education, Cultural Influences, Curriculum Development, Elementary Secondary Education, *History Instruction, Interdisciplinary Approach, United States History, World History

Written by teachers from the United States and Canada, these lesson plans focus on integrating the teaching of history and art history. Seventeen lesson plans cover the topics of (1) Slavery, Henry Ossawa Tanner, and His Family–Grades: Elementary; (2) Chinese Landscape Painting–Grades: Elementary; (3) Regionalism: American Art of the Great Depression–Grade: 3; (4) The American West: Real and Ideal–Grade: 3; (5) The Art of Navajo Weaving–Grades: Intermediate; (6) Making Paint and Prehistoric Painting–Grade: 5: (7) Survey of African-American Art–Grade: 5; (8) Edgar Degas: Images of Working Women–Grade 5; (9) Kuba Ndop Statues from Central Africa–Grades: Intermediate; (10) Greek Art and Culture–Grades: Middle or High School; (11) El Dia de los Meurtos (The Day of the Dead)–Grades: 7 to 10; (12) The Sun and Art in History–Grades: Adaptable, Grade 3 to 12; (13) Jacques-Louis David and the Evolving Politics of 18th Century France–Grades: High School; (14) Beyond High School History Textbooks: Examining Visual and Verbal Interpretations about Christopher Columbus–Grades: High School; (15) Art and the Protestant Reformation–Grades: High School; (16) Art Around Here: Avenues of Acquaintance–Grades: High School; and (17) The American West: Image and Reality–Grades: High School. Each lesson features a preview of main points, curriculum connections, objectives, opening the lesson, developing the lesson, concluding the lesson, evaluation, key artworks, a bibliography, and, when appropriate, a narrative. (DB)

BEST COPY AVAILABLE

ED 348 317 SO 022 540
Patrick, John J.
Teaching about the Voyages of Columbus. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-92-3
Pub Date—Apr 92
Contract—RI88062009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, Educational Change, Educational Objectives, *Educational Resources, Elementary Secondary Education, Geographic Concepts, Historiography, *History Instruction, Instructional Materials, Social Studies, *Teaching Methods, *World History
Identifiers—*Columbus (Christopher), *Columbus Quincentenary, ERIC Digests

The voyage of Columbus in 1492 is a turning point in world history. After 1492, people and civilizations of long-separated regions began to develop connections that have led to the incipient global community of the 1990s. It is their global significance that justifies a prominent place in today's curriculum for the four voyages of Columbus to the Western Hemisphere, not the mere fact of their 500th anniversary in 1992 and thereafter. Educators, therefore, should use the Columbian Quincentenary as a ripe time to renew and reform teaching and learning about these events of long ago that still affect most peoples and places of our world today. (Author)

ED 348 318 SO 022 541
Stotsky, Sandra
The Connections between Language Education and Civic Education. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-92-4
Pub Date—May 92
Contract—RI88062009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, *Curriculum Development, Educational Objectives, Elementary Secondary Education, English Curriculum, Ethical Instruction, *Language Arts, Language Skills, *Literature, Skill Development, Social Studies, Student Educational Objectives, Teaching Methods, *Values Education
Identifiers—ERIC Digests

Civic education "means explicit and continuing study of the basic concepts and values underlying our democratic political community and constitutional order" (Butts 1988, 184). It draws its content chiefly from four disciplines: political science, jurisprudence, history, and economics. Political science and jurisprudence provide an understanding of ideas, institutions, and procedures about law and government that protect individual rights and promote a government based on law, majority rule with minority rights, and the public good. The study of history gives us knowledge of our country's past, who we are as a people, and our successes and failures in realizing our country's political and legal ideals. And economics offers knowledge about how to use scarce resources to satisfy human needs and wants within a constitutional government based on the values of democracy and individual rights. However, language education, too, makes an important contribution to civic education. (Author)

ED 348 319 SO 022 542
Schlene, Vickie J.
World War II in the Curriculum. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-92-5
Pub Date—Jun 92
Contract—RI88062009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, Educational Objectives, *History Instruction, Secondary Education, Social Studies, Student Educational Objectives, Teaching Methods, *United States History, World History, *World War II
Identifiers—ERIC Digests

In 1991, the 50th anniversary of the United States' entrance into World War II was observed. This is an opportune time to reevaluate and renew the teaching of this cataclysmic event. Most people have been affected by the political, economic, and social consequences of the War. But perhaps the most important reason to rededicate ourselves to teaching about World War II is that the experience is still near enough in time to provide retrospective interest for those who lived through it and to spark intellectual curiosity among those unborn at the time. (Author)

ED 348 320 SO 022 568
Gottlieb, Stephen S.
Teaching about the Constitutional Rights of Students. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-92-6
Pub Date—Aug 92
Contract—RI88062009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizen Participation, *Citizenship Education, Citizenship Responsibility, *Civil Liberties, Constitutional History, *Constitutional Law, Juvenile Justice, *Law Related Education, Secondary Education, *Student Rights, Teaching Methods, United States History
Identifiers—*Bill of Rights, ERIC Digests, *United States Constitution

This ERIC digest presents a rationale for teaching students about their rights and responsibilities as citizens under the U.S. Constitution. Social studies teachers have a special role in shaping the lives of young citizens and influencing whether students become politically involved adults. Specific constitutional rights such as the right of a criminal suspect to legal representation and the bar on the imposition of cruel and unusual punishment are raised as important subjects for students to understand. Methods of teaching about these rights are suggested. Student rights and responsibilities under the U.S. Constitution also are discussed. (DB)

ED 348 328 SO 022 671
MacGregor, Ronald N.
Post-Modernism, Art Educators, and Art Education. ERIC Digest.
Adjunct ERIC Clearinghouse for Art Education, Bloomington, IN.
Spons Agency—Getty Center for Education in the Arts, Los Angeles, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-92-9
Pub Date—Sep 92
Contract—RI88062009
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Art Criticism, *Art Education, *Art History, Artists, Art Products, Art Teachers, *Curriculum Development, *Educational Theories, Elementary Secondary Education, *Teaching Methods
Identifiers—ERIC Digests, *Postmodernism

This ERIC digest explores aspects of post-modernism in art and art education. The adoption of post-modern attitudes by art educators must result in the generation of different, but no less difficult questions about the nature of formal education. Support for this argument comes from recent art education publications supplemented by relevant, but more general, material about post-modernism. A 9-item list of references is included. (Author)

SP

ED 338 593 SP 033 399
Harnett, Anne Marie
Model Programs for Middle School Teacher Preparation. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-89-5
Pub Date—Nov 91
Contract—RI88062015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Observation Techniques, Educational Philosophy, *Field Experience Programs, Higher Education, Intermediate Grades, Junior High Schools, *Middle Schools, *Models, *Preservice Teacher Education, *Program Content, Specialization, *Teacher Education Programs
Identifiers—ERIC Digests, North Carolina State University Raleigh, Ohio State University, Saint Cloud State University MN

This digest describes three teacher education program models designed to concentrate on: (1) a philosophy of middle school education; (2) an understanding of the unique psychological, social, and intellectual needs peculiar to the 10- to 14-year-old student; (3) an ability to increase student motivation; and (4) a command of subject area. The first program, Teaching Early Adolescents in Middle Schools (TEAMS), is offered at Ohio State University. The five quarter program enables students to engage in classroom observation, planning and teaching, reflection seminars, study of child development, classroom management, and teaching strategies. The Early Adolescent Block Program, offered at St. Cloud State University (Minnesota), is based on state certification requirements. Students receive an overview of early adolescent education, observe in cooperating schools, and attend seminars where they reflect on experiences. The final program is offered at North Carolina State University (Raleigh). A key course in this program, Teaching in the Middle Years, serves as a model for a good middle school classroom. The course uses many of the same methods that are successful in teaching young adolescents and engages the teacher education students in the types of activities they will be using in their middle school classes. (LL)

ED 339 697 SP 033 492
Summerfield, Liane M.
Credentialing in the Health, Leisure, and Movement Professions. Trends and Issues Paper No. 5.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-081-7
Pub Date—Dec 91
Contract—RI88062015
Note—44p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036-1186 ($12.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Accreditation (Institutions), Athletics, Career Planning, *Credentials, Dance Education, Educational Administration, Faculty Evaluation, *Health Occupations, Higher Education, Leisure Education, Movement Education, Physical Fitness, Professional Associations, *Program Implementation, *Student Certification, Therapeutic Recreation

This trends and issues paper considers the emerging presence of credentialing programs in the health, leisure, and movement professions in which such diverse occupations as health education teachers, aerobics instructors, exercise physiologists, dance therapists, community park managers, intramural directors, and military fitness instructors are included. The publication's purpose is to assist: (1) students in career planning; (2) professionals who evaluate credentialing options; (3) college and university faculty involved in curriculum design; and

(4) professional organizations considering the development of a credentialing program. The document is organized into two parts. The first, entitled "General Trends and Issues in Credentialing," includes: a definition of credential; credentialing in health, leisure, and movement; and references and resources. Part two, "Credentialing Programs in Health, Leisure, and Movement," incorporates the most up-to-date information on several credentialing programs in each field including: parks, recreation, and leisure services; intramural-recreational sports administration; health education; dance education; dance/movement therapy; physical fitness/-conditioning leadership; and physical fitness assessment. (LL)

ED 339 698 SP 033 493
Villegas, Ana Maria
Culturally Responsive Pedagogy for the 1990s and Beyond. Trends and Issues Paper No. 6.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-091-4
Pub Date—Dec 91
Contract—RI88062015
Note—50p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036-1186 ($12.00).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—American Indians, Blacks, Classroom Techniques, *Cross Cultural Training, *Cultural Awareness, *Cultural Context, Cultural Pluralism, Elementary Secondary Education, Heterogeneous Grouping, Hispanic Americans, *Minority Groups, *Multicultural Education, Student Characteristics, Teacher Effectiveness, Teacher Role, *Teaching Skills
Identifiers—African Americans, Diversity (Student)

The purpose of this trends and issues paper is to advance the search for creative solutions to the difficulties experienced by minority students and to draw attention to what teachers need to know and do in order to work effectively with a culturally heterogeneous population. Attention is given to the schooling of minority students in general, with an emphasis on the experiences of African Americans, Hispanics, and American Indians. The paper is divided into three major sections: (1) a review of themes that emerged from the literature (explanations for the differential achievement of minority students and culturally responsive pedagogy); (2) implications from the research for the assessment of beginning teachers; and (3) concluding remarks. The empirical and theoretical literature examined is highly critical of the educational system with regard to the teaching of minority children. This element is balanced by an equally strong commitment to instructional practices that will afford these children a fair chance to prove their talent. The literature also confirms that teachers can have a positive impact on the academic growth of minority students if they are sensitive to the cultural characteristics of the learners, and have the skills needed to accommodate these characteristics in the classroom. A bibliography of approximately 160 titles concludes the volume. (LL)

ED 341 648 SP 033 507
Coballes-Vega, Carmen
Considerations in Teaching Culturally Diverse Children. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-90-2
Pub Date—Jan 92
Contract—RI88062015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, *Cultural Awareness, Cultural Background, *Cultural Pluralism, Elementary Secondary Education, Higher Education, *Minority Group Children, *Multicultural Education, *Preservice Teacher Education, *Teacher Education Curriculum
Identifiers—*Diversity (Student), ERIC Digests

Recent projections estimate that minorities, including African Americans, Hispanics, Native Americans, and Asians, will comprise one-third of the U.S. population. Currently, the majority of prospective teachers are White females, a situation which stands in sharp contrast to the backgrounds of the students they will teach. This digest examines considerations within preservice teacher education programs to address this challenge. Researchers have recommended that the following be included in the teacher education curriculum: (1) at least one course in multicultural education that takes into consideration the needs of all students; (2) information about the history and culture of students from a wide range of ethnic, racial, linguistic, and cultural backgrounds; (3) integration of content about the contributions made by various groups; (4) information about first and second language acquisition and effective teaching practices for working with students from limited English proficient backgrounds; and (5) field experiences and student teaching opportunities with students from varying backgrounds. (LL)

ED 341 689 SP 033 595
Sclan, Eileen Darling-Hammond, Linda
Beginning Teacher Performance Evaluation: An Overview of State Policies. Trends and Issues Paper No. 7.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-89333-092-2
Pub Date—Mar 92
Contract—RI88062015
Note—55p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036-1186 ($12.00 plus $2.50 for shipping and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Beginning Teachers, Elementary Secondary Education, *Evaluation Criteria, Performance Factors, *Policy Formation, State Departments of Education, State Surveys, *Teacher Evaluation, *Teacher Supervision, *Trend Analysis
Identifiers—*State Role

This report examines recent trends in the establishment of state-level policies for beginning teacher evaluation and supervision. The state role in defining the experiences and clinical preparation of beginning teachers increased substantially during the 1980s; there are, however, important differences in how states approach this responsibility. Summaries of state requirements are reported in the chart entitled "State-Level Policies for Beginning Teacher Performance Evaluation." The chart, which makes up the greater part of the document, was compiled from a literature review conducted in January 1990 and updated with feedback from state departments of education in 46 states and the District of Columbia during the summer of 1991. Due to the nonresponse of Maryland, Missouri, Nevada, and Utah, information for those states was based solely on a literature review. Following an introduction, the publication is organized into six sections: (1) The Extent of State Involvement; (2) The Nature of State Requirements; (3) Assistance or Assessment; (4) The Evolution of Professional Approaches to Beginning Teacher Evaluation: Early Efforts and New Directions; (5) State-Level Policies for Beginning Teacher Performance Evaluation (Chart); and (6) References. (LL)

ED 342 775 SP 033 667
Fain, Gerald S.
Ethics in Health, Physical Education, Recreation, and Dance. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-91-4
Pub Date—Apr 92
Contract—RI88062015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Codes of Ethics, Dance, Elementary Secondary Education, *Ethical Instruction, Ethics, Health, Higher Education, *Moral Values, Occupational Clusters, Physical Education, Professional Continuing Education, Recreation, Specialization, *Values Clarification, Values Education
Identifiers—ERIC Digests, *Moral Reasoning

This digest addresses the importance to professional practice of ethics and shared values, focusing on the fields of health, physical education, recreation, and dance (HPRD). Practitioners in these fields routinely deal with situations that call upon moral reasoning and the articulation of values such as instruction about personal health, sexual behavior, use of alcohol and tobacco, fair play, and how one spends leisure time. While a unified code of ethics, covering a host of different specialties within HPRD does not exist, specializations share certain fundamental values, such as promotion of cooperative systems for self-expression (e.g., sport as an instrument for cross-cultural understanding), harmony between people and their environments, development of good character, familiarity with ethical concepts, and an interest in moral reflection. These shared values can be fostered in professional preparation and inservice education. Codes of ethics can reflect the moral foundation of professional life, provide an opportunity to instruct beginning practitioners in professional responsibility, and serve as a reminder to those in the field that continued practice is dependent upon compliance with specific expectations held by colleagues. (LL)

ED 344 872 SP 033 772
So You Want To Be a Teacher. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-92-6
Pub Date—May 92
Contract—RI88062015
Note—4p.; Supersedes earlier digest (ED 282 860).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Admission Criteria, Career Information Systems, Elementary Secondary Education, Higher Education, Required Courses, *Teacher Certification, *Teacher Education, *Teacher Education Programs, Teacher Supply and Demand, *Teaching (Occupation)
Identifiers—ERIC Digests, *Question Answering

Increased public interest in education is attracting students and career-changers to the teaching profession. This ERIC Digest is organized into questions and answers dealing with teacher preparation: (1) What do teachers do? (2) What are working conditions like? (3) What academic preparation is needed; (4) Do I take courses after I receive my teaching credential? (5) Is admission to a teacher education program automatic when admitted to a 4-year college? (6) What courses are taken in a teacher education program? (7) How do I find teacher education programs? (8) How do I choose a teacher education program; (9) Where can I obtain financial aid information? (10) After completing the teacher education program, am I eligible to receive a credential? (11) Are there other ways to become certified? (12) Where can I find information on various State requirements? (13) Are there national teaching requirements? (14) If I meet the requirements in one State, can I teach in another? (15) How do I locate jobs? and (16) What is the demand for teachers? (LL)

ED 344 873 SP 033 773
Kauffman, Dagmar
Supervision of Student Teachers. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-91-7
Pub Date—May 92
Contract—RI88062015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College School Cooperation, *Cooperating Teachers, Demonstration Programs, Elementary Secondary Education, Higher Education, Preservice Teacher Education, *Program Improvement, *Student Teachers, *Student Teacher Supervisors, *Student Teaching, *Supervisory Methods, Supervisory Training
Identifiers—ERIC Digests, Ohio State University, University of New Hampshire

This ERIC Digest focuses on the student teacher, the school-based cooperating teacher, and the university supervisor, all of whom form a supervisory triad. Barriers to improved student teaching supervision such as incongruent role expectations and lack of substantive communication and collaboration among triad members are discussed. Some efforts designed to overcome these barriers include: training for university supervisors to reconceptualize their roles; training for cooperating teachers to analyze their teaching and supervisory techniques; and the selection and matching of triad members in a systematic way. Collaborative efforts at the University of New Hampshire and the Ohio State University in which public school and university personnel act as equal partners are described. Seventeen references are cited. (LL)

ED 347 153 SP 033 949
Abdal-Haqq, Ismat
Professionalizing Teaching: Is There a Role for Professional Development Schools? ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-91-3
Pub Date—Jul 92
Contract—RI88062015
Note—4p.
Available from—ERIC CLearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036-1186.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Principles, Elementary Secondary Education, Higher Education, Preservice Teacher Education, Professional Recognition, *School Role, *Teaching (Occupation)
Identifiers—ERIC Digests, *Professional Development Schools, *Professionalization of Teaching

Many of the characteristics typically associated with an occupation that is considered a profession are not commonly associated with teaching. These characteristics include: a clearly defined, codified, and accessible knowledge base; a structured, coherent induction experience monitored by oustanding practitioners; control of training, certification, and licensing of new entrants; and self-governance and self-policing authority. Making teaching a profession, professionalizing teaching, is seen by supporters of this effort to be a key component in improving teaching and learning in American schools. However, because of the nature of teaching and the context in which it is performed, there is disagreement about whether professionalization of teaching is the best way to improve teaching and the condition of teachers. The professional development school might contribute to professionalizing teaching by providing practical experience for beginning teachers, inspiring public confidence in teacher preparation, and providing a setting in which many of the features associated with traditional professions, but missing from teaching, can be developed, tested, refined, and disseminated. (IAH)

ED 348 368 SP 034 050
Overby, Lynnette Young
Status of Dance in Education. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-91-5
Pub Date—Sep 92
Contract—RI88062015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Pluralism, Curriculum Design, *Dance Education, *Educational Benefits, Educational Practices, Elementary Secondary Education, Guidelines, Higher Education, Magnet Schools, Physical Education, Research Needs, Teacher Certification, Teacher Education Programs
Identifiers—ERIC Digests

This Digest introduces dance as an art form characterized by use of the human body as a vehicle of expression. Organized into three sections, the first examines the rationale for dance programs in education, presenting opportunities for development of critical thinking and analytical skills; cooperation and teamwork; self-expression and self-esteem; organization and problem solving; cultural literacy; and communicating emotions through movement. Section 2 discusses the status of dance education. Fifteen states have developed dance curriculum guidelines. Many of the curriculum guides contain specific content, goals, objectives, and limited measurable outcomes for such areas as techniques for social, modern, and ethnic dance; aesthetic perception; kinesthetic sense; creative expression; choreography; and dance criticism. In elementary and secondary schools dance is usually taught as part of the physical education curriculum by physical educators. A number of magnet programs, located throughout the country, draw students because of a special interest or ability. The final section, on issues in dance education, addresses professional preparation; teacher certification; multiculturalism in dance education; and research needs. (LL)

TM

ED 338 698 TM 017 559
Rudner, Lawrence M.
Assessing Civics Education. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-91-1
Pub Date—May 91
Contract—R88062003
Note—4p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, *Civics, *Classroom Techniques, *Educational Assessment, Elementary Secondary Education, Essay Tests, Group Instruction, Guidelines, Interviews, Measurement Techniques, Relevance (Education), Student Evaluation, Student Projects, Teacher Made Tests, *Teacher Role, *Test Construction, Test Format
Identifiers—ERIC Digests

Assessment can play a vital role in ensuring the success of citizenship education. Assessment should be an on-going process that informs about the progress and development of students. Guidelines are presented for designing and planning assessment activities, and several formats for assessment are described. Basic guidelines for assessment are suggested: identify instructional goals, communicate instructional goals to students, integrate assessment with instruction, assess often, and use a variety of techniques. Some of the following techniques can give more meaningful and accurate data than multiple-choice and true or false tests: (1) group projects; (2) interviews with students; (3) essay questions; (4) informal observation; (5) formal observation; and (6) projects to help students realize the connection between instruction and the real world. Carefully planned assessments that reflect clearly defined objectives can enhance instruction. Four references are listed. (SLD)

ED 338 699 TM 017 560
Rafilson, Fred
The Case for Validity Generalization. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-91-2
Pub Date—Jul 91
Contract—R88062003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Analysis of Covariance, *Concurrent Validity, Correlation, Educational Assessment, *Meta Analysis, Occupational Tests, Regression (Statistics), Statistical Significance, *Test Use, Test Validity
Identifiers—ERIC Digests, *Validity Generalization

An important issue in educational and employment settings is the degree to which evidence of validity obtained in one situation can be generalized to another situation without further study of validity in the new situation. Theory, procedures, and applications concerning validity generalization are addressed. Meta-analytic techniques make possible a comparative process to determine if the criterion-related validity of a test is relatively stable or if the test is valid only in certain situations. The criterion-related validity of a test in a local situation is usually only inferred if the findings reach a level of magnitude called statistical significance. A common procedure for conducting a meta-analysis to determine the degree to which validity findings can be generalized involves: (1) estimating the population validity by computing the mean of the observed sample validities; (2) correcting the observed validities by removing the effects of statistical artifacts; and (3) finding the variance of the corrected observed validities. If the variance of the corrected observed validity is nearly zero, then the validity generalizes and can be transported to other situations or locations. Three models currently exist for assessing validity generalization (the correlation model, the covariance model, and the regression slope model). Validity generalization studies are usually used to draw scientific conclusions about the relationships between variables and to support the use of a test in a new situation. Four references are listed. (SLD)

ED 338 700 TM 017 561
Shavelson, Richard J. And Others
Steps in Designing an Indicator System. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-91-3
Pub Date—Jul 91
Contract—R88062003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Data Collection, Educational Assessment, Educational Policy, Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, Formative Evaluation, *Management Information Systems, *Mathematics Education, Research Methodology, Research Needs, *Science Education, *Systems Development
Identifiers—*Educational Indicators, ERIC Digests, Monitoring

Some steps to identify an initial set of indicators and to develop alternative indicator systems are outlined for educational evaluation and illustrated through the example of a National Science Foundation (NSF) study of mathematics and science education. The first step is to conceptualize potential indicators to specify a comprehensive monitoring system containing inputs, processes, and outputs. The potentially important indicators identified through this model are refined through eight criteria for selecting indicators of the major components of schooling. It was assumed that indicators should: (1) reflect the central features of mathematics and science education; (2) provide information pertinent to current or potential problems; (3) measure factors that policy can influence; (4) measure observed behavior rather than perceptions; (5) be reliable and valid; (6) provide analytical links; (7) be feasible to implement; and (8) address a broad range of audiences. After the indicators are selected, alternative data collection strategies to build the system must be designed. The alternatives require evaluation for utility, feasibility, and cost. After selection of one alternative, the individual indicators are developed and refined. Reviewing research on the key components and indicators of mathematics and science education highlights the necessity of a research agenda to improve indicator systems. There are three references. (SLD)

ED 338 701 TM 017 562
Shavelson, Richard J. And Others
What Are Educational Indicators and Indicator Systems? ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-91-4
Pub Date—Jul 91
Contract—R88062003

Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, Educational Policy, Educational Trends, Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, Heuristics, Long Range Planning, *Management Information Systems, Outcomes of Education, *Statistical Data, Student Characteristics, Systems Development, *Trend Analysis
Identifiers—*Educational Indicators, ERIC Digests, Monitoring

Educational indicator systems are similar to indicator systems used to monitor the economy, the criminal justice system, or other social systems. Governments recognize the value of statistics that provide current information and make trend analysis and forecasts possible. Education statistics will qualify as indicators only if they serve as yardsticks; they must tell a great deal about the system by reporting the condition of a few significant features. As a heuristic guide, it is proposed that an indicator is an individual or composite statistic that relates to a basic construct in education and is useful in a policy context. An indicator system is more than a mere collection of indicators. The information provided by the system should be greater than the sum of its parts. National Indicators should monitor education outcomes and reflect characteristics of students and communities, financial and human resources, and other educational inputs. They should reflect the adequacy of the curriculum and instruction, as well as the nature of the school. Indicators must be related to each other so that their relationships and changes in their relationships can be ascertained. Indicators cannot: (1) set goals and priorities; (2) evaluate programs; and (3) develop a balance sheet for a social system. They can describe and state problems clearly, identify new problems, and give clues about promising policy approaches. Five references are listed. (SLD)

ED 338 702 TM 017 563
Crafts, Jennifer
Using Biodata as a Selection Instrument. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-91-5
Pub Date—Dec 91
Contract—R88062003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Biographical Inventories, Cognitive Tests, *Data Collection, *Individual Characteristics, *Job Performance, *Occupational Tests, *Personnel Selection, Predictive Measurement, Questionnaires, Test Construction, Test Items, Test Reliability, Test Validity
Identifiers—ERIC Digests

Biographical inventory is a selection device used as an alternative or supplement to cognitive testing because this measurement method predicts aspects of job performance that are not predicted by cognitive measures. Some of the issues and concerns about using biographical inventories are discussed. The use of biographical inventories (biodata) is based on the assumptions that past behavior is a valid predictor of future behavior and that information from job applicants about previous experience can be used to predict performance. Items of a personal history can be divided into "hard" items that can easily be verified against records, and "soft" items that cannot be checked for truthfulness. The combination of "hard" and "soft" biodata items broadens the variety of information collected. Biodata items are generally cast in a short-answer or multiple-choice format. Limitations designed to protect applicants from discriminatory behavior keep certain types of information from being included on biodata inventories. Estimates of biodata reliability vary greatly with the content of items included. Predictive validity has been established for biodata over a variety of occupations. Care must be taken in constructing biodata inventories to reduce the potential for adverse impacts. There are four references. (SLD)

ED 338 703 TM 017 564
Davey, Lynn Neill, Monty
The Case against a National Test. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-91-6
Pub Date—Dec 91
Contract—R88062003
Note—4p.; Paper based on testimony presented by M. Neill to the Subcommittee on Select Education, House of Representatives.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, Educational Change, Educational Improvement, Educational Policy, Educational Practices, Elementary Secondary Education, Multiple Choice Tests, *National Programs, *Standardized Tests, *Testing Problems, Testing Programs, Test Use
Identifiers—ERIC Digests, *Performance Based Evaluation

This document argues that current efforts to establish a national test to measure progress toward the nation's educational goals will inhibit, rather than advance, educational reform. Proponents of a national test have asked for single, primarily multiple-choice tests, or for performance assessments to measure progress toward the nation's educational goals, but national testing proposals are based on the fallacy that measurement will induce positive change in education. Evidence from standardized examinations in the United States has not confirmed improvement resulting from multiple-choice testing. Performance assessments offer the possibility of real improvement, but should not be transformed into a national examination system at this time. Several issues should be resolved before it is reasonable to consider a national system: (1) the lack of consensus on practices and outcomes; (2) the fact that testing alone will not improve education; and (3) the need to address equity, an overall education information system, a test of the technology and benefits of score comparison, who will be in charge, and the consequences of a national standard-setting body. The following steps are recommended to improve education and assessment: (1) the Federal Government should assist states and districts with the development of performance assessments, teacher education and staff development, and the development and dissemination of model curricula, standards, and assessments; (2) re-examine cases in which the Federal Government requires multiple-choice testing, particularly for the Chapter 1 program; (3) consider assessment not in isolation but as part of a comprehensive educational information system; and (4) require that any assessment system be evaluated on the basis of extensive experience at the state and district levels. It is concluded that school reform, not more testing, is what students need. There are three references. (SLD)

ED 338 704 TM 017 565
Glaser, Robert Resnick, Lauren
National Research Center on Student Learning. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-91-7
Pub Date—Dec 91
Contract—R88062003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Role, Classroom Research, *Critical Thinking, Elementary Secondary Education, *Instructional Effectiveness, Knowledge Level, *Learning Processes, Problem Solving, Program Descriptions, *Research and Development Centers, Research Methodology, Research Universities, Student Evaluation, *Thinking Skills
Identifiers—ERIC Digests, *National Research Center on Student Learning, University of Pittsburgh PA

The work of the National Research Center on Student Learning (CSL) is described. The CSL, one of 23 national centers funded by the Office of Educational Research and Improvement, is an integral part of the Learning Research and Development Center of the University of Pittsburgh (Pennsylvania). The CSL conducts interdisciplinary research that informs and supports thinking-oriented education in the United States. CSL studies how instruction can encourage students to: (1) ask questions about what they learn; (2) invent new ways of solving problems; (3) connect new knowledge to information they already have; and (4) apply their knowledge and reasoning skills in new situations. Research focuses on metacognitive processes that teachers can nurture and encourage students' regulation of their own learning, and critical thinking and the elaboration of problems. The CSL is also working to build a knowledge base about the reasoning styles that are characteristic of different school subjects (history, science, geography, mathematics, and social sciences). Other lines of research explore: (1) domain-specific education; (2) students' prior knowledge; (3) social contexts of learning; and (4) connections between higher order learning skills and persistence or motivation. CSL research projects are organized into the three areas of: (1) strategies for thinking; (2) knowledge foundations for thinking; and (3) thinking in the classroom. (SLD)

ED 338 705 TM 017 566
Baker, Eva L. Linn, Robert L.
The Center for Research on Evaluation, Standards, and Student Testing (CRESST). ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-91-8
Pub Date—Dec 91
Contract—R88062003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Role, *Educational Assessment, Educational Improvement, Educational Policy, Educational Quality, Educational Research, Elementary Secondary Education, Evaluation Criteria, *Research and Development Centers, Research Universities, *Student Evaluation, Test Construction, *Test Use
Identifiers—*Center Research Eval Standards Student Testing, ERIC Digests, Performance Based Evaluation, University of California Los Angeles

The Center for Research on Evaluation, Standards, and Student Testing (CRESST) attempts to advance the understanding of educational quality by research and development on the design, implementation, analysis, and use of assessment information. CRESST's research programs are directed at five major goals: (1) provide leadership to improve assessment policy and practice at the national, state, and local levels; (2) improve the quality, sensitivity, and fairness of student performance assessments; (3) improve the validity of models and indicators for judging the quality of schools; (4) improve understanding of assessment development, implementation, and effects as they occur in school practice; and (5) improve understanding of assessment policy and its contribution to educational improvement. An expanded set of criteria are being developed and refined for judging the validity of educational assessment. Research currently focuses on the following programs: (1) Program 1, building the infrastructure for improved assessment; (2) Program 2, designs for learning-based assessment (prototypes and models); and (3) Program 3, collaborative development and improvement of assessments in practice. The CRESST team is composed of researchers from the: (1) Center for Study of Evaluation at the University of California (Los Angeles); (2) University of Colorado; (3) RAND Corporation; (4) University of Chicago (Illinois); (5) University of California (Santa Barbara); and (6) University of Pittsburgh (Pennsylvania). (SLD)

ED 338 706 TM 017 567
Davey, Lynn
The Application of Case Study Evaluations. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-91-9
Pub Date—Nov 91
Contract—R88062003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Case Studies, Educational Assessment, *Program Evaluation, Program Implementation, Qualitative Research, *Research Methodology
Identifiers—ERIC Digests

Case study methods involve an in-depth, longitudinal examination of a single instance or event. They result in an increased understanding of why the instance happened as it did, and are especially well suited for generating, rather than testing, hypotheses. Six types of case studies are discussed, based on the framework of L. Datta (1990). For each, the type of evaluation questions that can be answered, the functions served, some design features, and some pitfalls are reviewed. Illustrative case studies are descriptive; they use one or two instances to show what a situation is like. Exploratory case studies are condensed case studies, which are undertaken before implementing a large-scale investigation. Critical instance case studies examine one or a few sites to study situations of unique interest or to test a generalized or universal assertion. Program implementation case studies help discern whether implementation is in compliance with its intent. Program effects case studies determine the impact of programs and provide some inferences about reasons for success or failure. Cumulative case studies aggregate data from several sites collected at different times. Evaluators considering the case study as an evaluation design must decide what type of question they have and examine the ability of each type of case study to answer the specific question. There are four references. (SLD)

ED 339 748 TM 017 680
Bangert-Drowns, Robert L. Rudner, Lawrence M.
Meta-Analysis in Educational Research. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-91-11
Pub Date—Dec 91
Contract—RI88062003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Data Collection, Definitions, *Educational Research, *Effect Size, Evaluation Methods, Literature Reviews, *Meta Analysis, Psychometrics, *Research Methodology, Sampling, Statistical Data
Identifiers—ERIC Digests

Meta-analysis is a collection of systematic techniques for resolving apparent contradictions in research findings. Meta-analysts translate results from different studies to a common metric and statistically explore the relations between study characteristics and findings. Since G. Glass first used the term "meta-analysis" in 1976, it has become a widely accepted research tool encompassing a family of procedures in a variety of disciplines. Meta-analysis typically follows the same steps as primary research: (1) the purpose is defined; (2) a sample is selected; (3) data are collected and transformed to a common metric (often effect size); and (4) statistical procedures investigate the relationships among study characteristics and findings. Major meta-analytic approaches include vote counting by categorizing findings as positive, negative, or non-significant; classic or Glassian meta-analysis; study effect meta-analysis, with one effect size computed for each study; tests of homogeneity to determine the likelihood that variance among effect sizes is due only to sampling error; and psychometric meta-analysis as recommended by J. E. Hunter and F. L. Schmidt (1990). Four references are listed. (SLD)

ED 339 749 TM 017 681
Whetzel, Deborah
The Secretary of Labor's Commission on Achieving Necessary Skills. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-92-1
Pub Date—Mar 92
Contract—RI88062003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Basic Skills, *Competence, *Employment Qualifications, High School Graduates, High Schools, Individual Characteristics, Interpersonal Competence, *Job Skills, *Skill Analysis, Skilled Workers, *Thinking Skills, Vocational Evaluation, Youth Employment
Identifiers—Department of Labor, ERIC Digests, *Foundation Skills, Secretarys Comm on Achieving Necessary Skills

In 1990, Elizabeth Dole, then Secretary of the Department of Labor, established the Secretary's Commission on Achieving Necessary Skills (SCANS) to determine the skills that youths need to participate in the workplace and the skill levels that entry-level jobs require. SCANS determined that workplace skills consist of foundation skills and competencies. Foundation skills are in the three domains of basic skills, thinking skills, and personal qualities. Competencies fall into the domains of resources, interpersonal skills, information skills, systems skills, and technology utilization skills. SCANS identified and defined these skills by asking commission members for ideas, visiting successful corporations, and reviewing research. A panel of experts then drafted a list of skills that were further refined through review and consultation. SCANS used a sample of 50 jobs to see how the skills related and how clear and comprehensive the experts found the definitions to be. SCANS also studied how proficient workers needed to be in each foundation skill and competency by asking 20 people to rate the skill levels required for job tasks identified by the job analysis. SCAN has two further charges: (1) to suggest effective ways to assess proficiency; and (2) to develop a dissemination strategy for homes, schools, unions, and businesses. Three references are listed. (SLD)

UD

ED 338 745 UD 028 363
Highly Mobile Students: Educational Problems and Possible Solutions. ERIC/CUE Digest, Number 73.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-91-3; ISSN-0889-8049
Pub Date—Jun 91
Contract—RI88062013
Note—3p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Change, Effective Schools Research, Elementary Secondary Education, Family Mobility, Homeless People, *Inner City, Low Income Groups, *Management Information Systems, Migrant Children, Poverty, Puerto Ricans, *Recordkeeping, Social Problems, *Student Mobility, Student Problems, Transfer Students, *Transient Children, Urban Problems, *Urban Schools
Identifiers—ERIC Digests, Migrant Student Record Transfer System

The following two types of student mobility stand out as causing educational problems: (1) inner-city mobility, which is prompted largely by fluctuations in the job market; and (2) intra-city mobility, which is caused by upward mobility or by poverty and homelessness. Most research indicates that high mobility negatively affects student achievement, particularly when students are from low-income, less-educated families. High student mobility puts an enormous burden on schools. Services developed for one population may need to change; attempts to monitor school performance are hampered by changing school populations. Effective schooling research has provided some suggestions for dealing with highly mobile students, including parent education and handbooks, reception committees and guides, classroom buddies for new students, and inservice training for teachers. Recordkeeping is one of the most severe problems schools face. Approaches that may serve as examples are: (1) the Migrant Student Transfer System, an electronic record system for Puerto Rico and the mainland United States that is beginning to keep student records; (2) an educational passport system for Puerto Rican students moving between Puerto Rico and New York or Connecticut; and (3) a pilot recordkeeping system of the National Center for Education Statistics. Problems that may arise in the search for more efficient recordkeeping include student privacy and school accountability. A list of seven references is included. (SLD)

ED 338 791 UD 028 428
Inger, Morton
Conflict Resolution Programs in Schools. ERIC/-CUE Digest Number 74.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-91-4; ISSN-0889-8049
Pub Date—Jun 91
Contract—OERI-RI88062013
Note—3p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York NY 10027.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Arbitration, *Conflict Resolution, *Cooperation, Elementary Secondary Education, Inservice Teacher Education, Interpersonal Communication, Listening Skills, Policy Formation, *Problem Solving, Program Evaluation, *Program Implementation, Public Schools, Social Problems, Urban Schools
Identifiers—ERIC Digests

This document presents a brief overview of conflict resolution in school settings and defines conflict resolution as: (1) a constructive approach to interpersonal and intergroup conflicts that helps people with opposing positions work together to arrive at mutually acceptable compromise solutions; and (2) as the body of knowledge and practice developed to realize the approach. It also presents categories of program types: (1) programs in which the disputants work among themselves to settle their differences; and (2) programs in which a mediator (an uninvolved impartial third party) helps the disputants reach agreement. The following themes of conflict resolution are reviewed: (1) active listening; (2) cooperation between disputants; (3) acceptance of each other's differences; and (4) creative problem-solving. The value of these programs beyond crime prevention is discussed. The digest highlights the curriculum-based Resolving Conflict Creatively progam operating in New York City (New York) public schools. An examination of program effectiveness looks at evaluation and key components. A final section on the future of conflict resolution discusses inservice teacher training and funding questions. Seven resources and seven references are included. (JB)

ED 340 812 UD 028 486
Farber, Barry Ascher, Carol
Urban School Restructuring and Teacher Burnout. ERIC/CUE Digest, Number 75.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-91-5; ISSN-0889-8049
Pub Date—Jul 91
Contract—OERI-RI88062013
Note—3p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, Administrative Problems, Career Ladders, Curriculum Development, Curriculum Problems, Educational Change, Educational Policy, *Elementary School Teachers, Elementary Secondary Education, School Based Management, *School Restructuring, *Secondary School Teachers, *Stress Variables, *Teacher Burnout, *Urban Schools

Identifiers—ERIC Digests

Urban school restructuring, although it can break down bureaucracy and empower teachers, can also seem distant from the day-to-day problems of most teachers, and even increase teacher burnout. Many of the following initiatives of the school restructuring movement may intensify a teacher's frustration: (1) school-based management may raise the community's expectation but increase pressure on teachers and increase teacher frustration if new control does not lead to clear educational benefits; (2) accountability may increase teacher stress and promote covert competition; (3) career ladders may increase competition or result in bitterness as the criteria for promotion are ambiguous or tainted; (4) the intense atmosphere and professional demands of schools-within-schools can exacerbate tensions, favoritism, and competition for scarce resources as the minischools within the schools compete for recognition and resources and add a layer of bureaucracy and stress; (5) curriculum initiatives, when their implementation lacks appropriate staff development, mentoring, and peer coaching, can generate stress; and (6) flexible scheduling and team teaching do not work well in a school with a competitive ethos. Although all initiatives may improve urban education, only curriculum initiatives improve teaching and learning. Included are eight references. (JB)

ED 340 813 UD 028 487

Inger, Morton

Improving Urban Education with Magnet Schools. ERIC/CUE Digest, Number 76.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-91-6; ISSN-0889-8049

Pub Date—Aug 91

Contract—RI88062013

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Students, Educational Change, *Educational Improvement, Educational Policy, Educational Quality, Elementary Secondary Education, Hispanic Americans, Inner City, *Magnet Schools, School Choice, *School Effectiveness, *Urban Schools

Identifiers—ERIC Digests

This digest suggests ways that elementary and secondary magnet schools in urban settings are perceived to provide a superior education, offers an evaluation of their effectiveness, and looks at issues for policymakers that arise from the magnet's success. Magnet schools appeal to families and students for the following reasons: (1) program coherence; (2) a safer, more orderly climate, an environment that is conducive to learning, and an image of excellence; (3) a sense of shared enterprise and a committed, enthusiastic faculty and student body; (4) a focus on career preparation; (5) a committed, charismatic principal; (6) implementation of educational reforms; and (7) school autonomy. The answer to whether or not these schools are actually better than regular zoned schools is not clear. Some studies indicate that magnets produce test scores above their district average. Other studies indicate that there is great diversity of quality among magnet schools. In addition, some magnet schools have exceptionally good records with inner-city student populations producing very low dropout rates and very high graduation rates. Issues arising from the existence and success of magnet schools are outlined for policymakers and include the following: (1) student creaming (magnets succeed because they have all the best students); (2) resource hogging (magnets draw scarce resources away from regular schools); and (3) elitism. Included are six references. (JB)

ED 341 762 UD 028 536

Ascher, Carol

Retaining Good Teachers in Urban Schools. ERIC/CUE Digest, Number 77.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.; Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-91-7; ISSN-0889-8049

Pub Date—[Sep 91]

Contract—RI88062013

Note—4p.; Digest co-published by the ERIC Clearinghouse on Teacher Education and the ERIC Clearinghouse on Urban Education.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bureaucracy, Class Size, *Elementary School Teachers, Elementary Secondary Education, Faculty Mobility, *Inner City, Master Teachers, Participative Decision Making, Professional Continuing Education, *Secondary School Teachers, *Teacher Persistence, Teacher Role, *Teaching Conditions, Team Teaching, Urban Problems, *Urban Schools

Identifiers—ERIC Digests

Senior, high quality teachers can be retained in inner city schools despite limited resources and difficult conditions. Compared to teachers in suburban and rural school districts, teachers in urban systems often have lower salaries, work under greater bureaucratic constraints, teach more students per day, and lack basic materials. Good, supportive working conditions can significantly mitigate such drawbacks. The following measures can serve to create an attractive working environment for urban school teachers: (1) improving the management of existing resources and involving teachers in decisions made at the school level; (2) working for smaller class sizes, which benefits students as well as teachers; (3) rewarding good teaching with opportunities and incentives to remain in the classroom (such as master teacher recognition within the school that allows experienced teachers power, prestige, and money while students and new teachers can continue to benefit from the master teachers' expertise); (4) minimizing bureaucracy and empowering teachers through greater knowledge about their field, their professional community, and educational policy; (5) breaking down teacher isolation through team teaching and joint planning; and (6) helping teachers to try out new teaching methods and generate new ideas for a sense of continual professional learning. Since the effectiveness of urban schools is largely dependent upon quality teachers, efforts to retain them should be a high priority. Included are nine references. (JB)

ED 344 977 UD 028 665

Schwartz, Wendy Hanson, Katherine

Equal Mathematics Education for Female Students. ERIC/CUE Digest, Number 78.

Education Development Center, Inc., Newton, MA. Center for Equity and Cultural Diversity.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-92-1; ISSN-0889-8049

Pub Date—Feb 92

Contract—RI88062013

Note—4p.; Digest is based on a monograph, "Teaching Mathematics Effectively and Equitably to Females" by K. Hanson.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Classroom Techniques, Cognitive Style, Elementary Secondary Education, *Equal Education, *Females, *Mathematics Education, Sex Bias, Sex Differences, *Sex Discrimination, Sex Fairness, Sex Role, Socialization, Student Educational Objectives, Teacher Role, Teaching Methods

Identifiers—ERIC Digests

This Digest reviews common teaching practices and methods of communication in the classroom to indicate the treatment of female students that inhibits their ability to successfully learn mathematics as well as identifying some negative attitudes about female mathematics achievement held by teachers and parents that may deter girls from continuing their mathematics education. A look at socialization issues indicates that a decline in self-esteem and capitulation to the forces of socialization encourage girls to focus on their bodies at the expense of a whole-person or achievement orientation. Exploration of learning styles finds that male styles of learning are more often found in mathematics classes, and that girls think that mathematics has no utility in their lives. An analysis of traditional teaching methods and curricula also finds that the classroom structure, designed to foster independent non-collaborative thinking, is most supportive of white male, middle-class socialization models. A review of the role of teachers in learning finds that teachers unconsciously give more attention to male students and that female students expect and receive less attention. Recommendations for change conclude the Digest. Fourteen references are included. (JB)

ED 344 978 UD 028 666

Hahn, Andrew

Managing Youth Programs: A Critical Gap in the Research. ERIC/CUE Digest, Number 79.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-92-2; ISSN-0889-8049

Pub Date—Mar 92

Contract—RI88062013

Note—4p.; Digest is based on an unpublished paper, "Inside Youth Programs: A Paper on the Limitations of Research" by A. Hahn.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Principles, *Administrative Problems, Disadvantaged Youth, *Program Administration, Program Effectiveness, Program Evaluation, Program Implementation, Research Design, Research Problems, *Youth Programs

Identifiers—ERIC Digests

This Digest argues that management factors are central to youth program successes and failures and that these factor have been ignored in research on youth programs. Instead, the Digest notes that research and evaluation of programs have focused on the following: (1) whether the right audience is served; (2) whether to make incremental improvements or radical changes in program design; and (3) whether data about program effectiveness were gathered or interpreted properly. Drawing from evaluations of several programs the Digest suggests the following four elements essential for quality program management: (1) a well-managed service delivery system; (2) effective targeting and recruiting; (3) a well-articulated and consistent identity; and (4) sound leadership and an effective staff. In addition, funding mechanisms usually do not allow for long-term, stable staffing as funders expect services to begin as soon as the grant is made and ignore the fact that the staff must be hired and trained. Consequently, many programs are poorly run. One national study is cited as finding that low salaries and workers' perceptions of a lack of advancement in the field contributed to high turn-over while program managers reported that they preferred to hire more staff over investing in training existing staff. Included are five references. (JB)

ED 348 464 UD 028 837

Bempechat, Janine

Fostering High Achievement in African American Children: Home, School, and Public Policy Influences. Trends and Issues No. 16.

Columbia Univ., New York, N.Y. Teachers College.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jun 92

Contract—RI88062013

Note—60p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Edu-

cation, Box 40, Teachers College, Columbia University, New York, NY 10027.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Academic Achievement, Black Achievement, *Black Students, Community Influence, *Educational Environment, Elementary Secondary Education, *Family Influence, High Achievement, *Minority Group Children, Parent Participation, Private Schools, *Public Policy, Public Schools, Racial Factors, School Desegregation, School Role, Teacher Influence
Identifiers—*African Americans

This monograph reviews the literature in three key domains (home, school, and public policy), each of which appears to foster achievement in African American children. Three core sections comprise this review. The first section looks at the research on family influences, including socioeconomic factors, the socialization of achievement, the influence of parental attitudes, and student individual differences. The second section concerns school influences; and it covers: private Catholic schools, private non-sectarian schools, independent alternative schools, public schools, exemplary programs, and successful instructional techniques. The third section is on public policy influences; and it discusses: racial desegregation, social class integration, the effects of desegregation on minority college attendance, relative achievement at predominantly white versus black colleges, the effects of desegregation on career success, and black support for desegregation. A final section presents summary and conclusions including some of the following observations: (1) African American children benefit academically from home environments that are supportive of cognitive development and academic pursuits; (2) parenting programs that focus in part on parental teaching strategies and on how to organize homes around learning would be fruitful; (3) African American children achieve in welcoming schools with high expectancies; and (4) teachers, parents, and communities must be oriented toward shared achievement goals. Included are 118 references. (JB)

ED 348 465 UD 028 838
Hanson, Katherine
Teaching Mathematics Effectively and Equitably to Females. Trends and Issues No. 17.
Columbia Univ., New York, N.Y. Teachers College.; Education Development Center, Inc., Newton, MA. Center for Equity and Cultural Diversity.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 92
Contract—RI88062013
Note—45p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027.
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Affirmative Action, Discourse Modes, Elementary Secondary Education, *Equal Education, Family Influence, *Females, Mathematics Achievement, Mathematics Education, *Mathematics Instruction, *Sex Bias, Sex Differences, Sex Discrimination, Teacher Influence
Identifiers—Mathematical Ability, Mathematics Participation

This monograph looks at mathematics education today in the United States, particularly at how girls are treated in mathematics education in order to identify ways to increase female interest and achievement in mathematics. The first section of the review describes the current status of females in mathematics education including achievement history and trends, trends in higher education, and current gender research. The second section looks at the research on student gender differences covering learning styles and classroom behavior, attitudes toward mathematics learning, mathematics course taking, and social expectations. A third section covers educational issues of discourse, curriculum content and orientation, teacher attitudes and behaviors, and classroom organization and teaching methods. A final section of conclusions and recommendations notes that: (1) mathematics education takes place in a cultural context that educators can begin to consciously change to better respond to the education of girls; and (2) new research and practical applications can be useful in exploring ways to change mathematics education discourse patterns to include females. Also offered in this section are 15 practical recommendations gathered from the research. Included are 68 references. (JB)

Subject Index

Abstracting
Abstracting/Annotating. ERIC Processing Manual, Section VI.
ED 348 061 (IR)
ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network.
ED 348 055 (IR)
Introduction. ERIC Processing Manual, Section I.
ED 348 056 (IR)

Academic Achievement
African-American Students and Foreign Language Learning. ERIC Digest.
ED 345 583 (FL)
Family Involvement.
ED 343 233 (EA)
Fostering High Achievement in African American Children: Home, School, and Public Policy Influences. Trends and Issues No. 16.
ED 348 464 (UD)
National Association for Research in Science Teaching Annual Conference, Abstracts of Presented Papers (62nd, San Francisco, California, March 30-April 1, 1989).
ED 348 208 (SE)
On Standardized Testing. ERIC Digest.
ED 338 445 (PS)
School-Based Management and Student Performance. ERIC Digest, Number 62.
ED 336 845 (EA)
School Leadership and Student Motivation. ERIC Digest, Number 71.
ED 346 558 (EA)

Academic Advising
Academic Advising for Student Success: A System of Shared Responsibility. ASHE-ERIC Higher Education Report No. 3, 1991.
ED 339 272 (HE)
Academic Advising for Student Success: A System of Shared Responsibility. ERIC Digest.
ED 340 274 (HE)

Academic Aptitude
Technology and Equity. ERIC Digest.
ED 339 400 (IR)

Academic Aspiration
What Can I Become: Educational Aspirations of Students in Rural America. ERIC Digest.
ED 345 931 (RC)

Academic Education
Integrating Academic and Vocational Education: Strategies for Implementation. ERIC Digest No. 120.
ED 346 317 (CE)

Academic Failure
What Can I Become: Educational Aspirations of Students in Rural America. ERIC Digest.
ED 345 931 (RC)

Academic Standards
CACREP Accreditation: Setting the Standard for Counselor Preparation. ERIC Digest.
ED 347 470 (CG)

Access to Education
Part-Time Students in Higher Education. Trends and Issues Alerts.
ED 342 931 (CE)

Access to Information
ERIC/CAPS-Expanding Counselor Choice. ERIC Digest.
ED 347 473 (CG)

Accreditation (Institutions)
Accreditation of College and University Counseling Services. ERIC Digest.
ED 347 488 (CG)
CACREP Accreditation: Setting the Standard for Counselor Preparation. ERIC Digest.
ED 347 470 (CG)

Acquired Immune Deficiency Syndrome
HIV Prevention Education for Exceptional Youth: Why HIV Prevention Education Is Important. ERIC Digest #E507.
ED 340 151 (EC)

ACTFL Oral Proficiency Interview
ACTFL Speaking Proficiency Guidelines. ERIC Digest.
ED 347 852 (FL)

ACTFL Proficiency Guidelines
ACTFL Speaking Proficiency Guidelines. ERIC Digest.
ED 347 852 (FL)

Active Learning
Active Learning: Creating Excitement in the Classroom. ERIC Digest.
ED 340 272 (HE)
Active Learning: Creating Excitement in the Classroom. 1991 ASHE-ERIC Higher Education Reports.
ED 336 049 (HE)

Administrative Principles
Total Quality Management. ERIC Digest, Number 73.
ED 347 670 (EA)

Administrative Problems
Managing Youth Programs: A Critical Gap in the Research. ERIC/CUE Digest, Number 79.
ED 344 978 (UD)

Administrator Attitudes
Systemic Reform in Six Rural Districts: A Case Study of First Reactions to the Kentucky Education Reform Act of 1990.
ED 336 238 (RC)

Administrator Education
Problem Based Learning for Administrators.
ED 347 617 (EA)

Administrator Evaluation
Principals: How To Train, Recruit, Select, Induct, and Evaluate Leaders for America's Schools.
ED 337 843 (EA)

Administrator Selection
Principals: How To Train, Recruit, Select, Induct, and Evaluate Leaders for America's Schools.
ED 337 843 (EA)

Administrators
Dimensions of Balance in an Administrator's Life.
ED 341 300 (HE)

Admission Criteria
Montessori Programs in Public Schools. ERIC Digest.
ED 348 165 (PS)
So You Want To Be a Teacher. ERIC Digest.
ED 344 872 (SP)

Adult Basic Education
The Adult Education Act: A Guide to the Literature and Funded Projects. Information Series No. 347.
ED 341 876 (CE)
Ends or Means: An Overview of the History of the Adult Education Act. Information Series No. 346.
ED 341 875 (CE)

Adult Development
Adults in Career Transition. ERIC Digest No. 115.
ED 338 896 (CE)
Life Cycles and Career Development: New Models. ERIC Digest No. 119.
ED 346 316 (CE)

BEST COPY AVAILABLE

Adult Education
Ethical Practice in Adult Education. ERIC Digest No. 116.
ED 338 897 (CE)
Reflective Practice in Adult Education. ERIC Digest No. 122.
ED 346 319 (CE)

Adult Education Act 1966
The Adult Education Act: A Guide to the Literature and Funded Projects. Information Series No. 347.
ED 341 876 (CE)
Ends or Means: An Overview of the History of the Adult Education Act. Information Series No. 346.
ED 341 875 (CE)

Adult Educators
Ethical Practice in Adult Education. ERIC Digest No. 116.
ED 338 897 (CE)
Reflective Practice in Adult Education. ERIC Digest No. 122.
ED 346 319 (CE)

Adult Literacy
Adult Literacy. Trends and Issues Alerts.
ED 340 944 (CE)
Family Literacy Programs and Practices. Practice Application Brief.
ED 347 328 (CE)

Adult Students
Part-Time Students in Higher Education. Trends and Issues Alerts.
ED 342 931 (CE)
Using Computers with Adult ESL Literacy Learners. ERIC Digest.
ED 343 462 (FL)

Adventure Education
Changing Schools through Experiential Education. ERIC Digest.
ED 345 929 (RC)

Advertising
Health Communication in the 90s. ERIC Digest.
ED 347 608 (CS)

African Americans
African-American Students and Foreign Language Learning. ERIC Digest.
ED 345 583 (FL)
Fostering High Achievement in African American Children: Home, School, and Public Policy Influences. Trends and Issues No. 16.
ED 348 464 (UD)

After School Programs
Library Latchkey Children. ERIC Digest.
ED 343 687 (PS)

Agency Cooperation
At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services. Volume 5: Attendance Services.
ED 347 621 (EA)
Building Relationships between Schools and Social Services. ERIC Digest Series No. 66.
ED 339 111 (EA)
Interagency Collaboration: Its Role in Welfare Reform. ERIC Digest No. 126.
ED 347 405 (CE)

Agency Role
The Center for Research on Evaluation, Standards, and Student Testing (CRESST). ERIC/TM Digest.
ED 338 705 (TM)
National Research Center on Student Learning. ERIC/TM Digest.
ED 338 704 (TM)

Aggression
Programming for Aggressive and Violent Students. Exceptional Children at Risk: CEC Mini-Library.
ED 339 164 (EC)

Alaska Natives
American Indians and Alaska Natives in Higher Education: Research on Participation and Graduation. ERIC Digest.
ED 348 197 (RC)
The Current Condition of Native Americans. ERIC Digest.
ED 348 202 (RC)
Using Literature by American Indians and Alaska Natives in Secondary Schools. ERIC Digest.
ED 348 201 (RC)

Alcohol Abuse
Alcohol and Other Drugs: Use, Abuse, and Disabilities. Exceptional Children at Risk: CEC Mini-Library.
ED 339 172 (EC)
Alcohol and Other Drug Use by Adolescents with Disabilities. ERIC Digest #E506.
ED 340 150 (EC)
College Alcohol and Drug Abuse Prevention Programs: An Update. ERIC Digest.
ED 347 960 (HE)

Alternative Assessment
Alternative Assessment of Performance in the Language Arts: What Are We Doing Now? Where Are We Going? Proceedings of a National Symposium (Bloomington, Indiana, August 27, 1990).
ED 339 044 (CS)

American Counseling Association
Counselor Membership in ACA. ERIC Digest.
ED 347 474 (CG)

American Indian Education
The Current Condition of Native Americans. ERIC Digest.
ED 348 202 (RC)
The Emerging Role of Tribal College Libraries in Indian Education. ERIC Digest.
ED 348 199 (RC)
Indian Nations At Risk: Listening to the People. Summaries of Papers Commissioned by the Indian Nations At Risk Task Force of the U.S. Department of Education.
ED 339 588 (RC)

American Indian Literature
Using Literature by American Indians and Alaska Natives in Secondary Schools. ERIC Digest.
ED 348 201 (RC)

American Indians
American Indians and Alaska Natives in Higher Education: Research on Participation and Graduation. ERIC Digest.
ED 348 197 (RC)
The Current Condition of Native Americans. ERIC Digest.
ED 348 202 (RC)

American Sign Language
Teaching ASL as a Second Language. ERIC Digest.
ED 343 408 (FL)

Ancillary School Services
Beyond Transition: Ensuring Continuity in Early Childhood Services. ERIC Digest.
ED 345 867 (PS)

Anxiety
Coping with Fears and Stress. ERIC Digest.
ED 341 888 (CG)

Apprenticeships
Apprenticeship and the Future of the Work Force. ERIC Digest No. 124.
ED 347 403 (CE)

Arbitration
Conflict Resolution Programs in Schools. ERIC/CUE Digest Number 74.
ED 338 791 (UD)

Art Education
Examining Discipline-Based Art Education as a Curriculum Construct.
ED 338 540 (SO)
Lessons about Art in History and History in Art.
ED 348 297 (SO)
Post-Modernism, Art Educators, and Art Education. ERIC Digest.
ED 348 328 (SO)

Art History
Lessons about Art in History and History in Art.
ED 348 297 (SO)
Post-Modernism, Art Educators, and Art Education. ERIC Digest.
ED 348 328 (SO)

Articulation (Education)
The Collegiate Function of Community Colleges: Fostering Higher Learning through Curriculum and Student Transfer.
ED 348 111 (JC)
In the Shadow of Baccalaureate Institutions. ERIC Digest.
ED 348 129 (JC)
Tech Prep. Trends and Issues Alerts.
ED 342 932 (CE)

At Risk Persons
Suicide and the Exceptional Child. ERIC Digest #E508.
ED 340 152 (EC)

Attendance
At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services. Volume 5: Attendance Services.
ED 347 621 (EA)

Audience Awareness
Health Communication in the 90s. ERIC Digest.
ED 347 608 (CS)

Authoritative Parenting
The Role of Parents in the Development of Peer Group Competence. ERIC Digest.
ED 346 992 (PS)

Authors
Punctuation: Less Is More? ERIC Digest.
ED 347 553 (CS)

Basic Skills
The Secretary of Labor's Commission on Achieving Necessary Skills. ERIC Digest.
ED 339 749 (TM)

Beginning Reading
Student Literacy. Special Collection Number 12.
ED 339 029 (CS)

Beginning Teachers
Beginning Teacher Performance Evaluation: An Overview of State Policies. Trends and Issues Paper No. 7.
ED 341 689 (SP)

Behavior Disorders
Programming for Aggressive and Violent Students. Exceptional Children at Risk: CEC Mini-Library.
ED 339 164 (EC)

Beliefs
Challenging Troublesome Career Beliefs. ERIC Digest.
ED 347 481 (CG)

Berry (Wendell)
Rural Philosophy for Education: Wendell Berry's Tradition. ERIC Digest.
ED 345 930 (RC)

Bibliographic Databases
A Parent's Guide to the ERIC Database. Where To Turn with Your Questions about Schooling. Revised Edition.
ED 340 541 (RC)

Bill of Rights
Teaching about the Constitutional Rights of Students. ERIC Digest.
ED 348 320 (SO)

Biographical Inventories
Using Biodata as a Selection Instrument. ERIC/TM Digest.
ED 338 702 (TM)

Black Dialects
African-American Students and Foreign Language Learning. ERIC Digest.
ED 345 583 (FL)

Black Students
African-American Students and Foreign Language Learning. ERIC Digest.
ED 345 583 (FL)
Empowering Young Black Males. ERIC Digest.
ED 341 887 (CG)
Fostering High Achievement in African American Children: Home, School, and Public Policy Influences. Trends and Issues No. 16.
ED 348 464 (UD)

Board Administrator Relationship
Urban Superintendent Turnover: The Need for Stability.
ED 346 546 (EA)

Budgeting
School-Based Budgeting. ERIC Digest, Number 64.
ED 336 865 (EA)

Business Administration
The Vocational Education/Entrepreneurship Match. ERIC Digest No. 118.
ED 338 899 (CE)

Business Administration Education
Foreign Languages and International Business. ERIC Digest.
ED 347 851 (FL)

Business Communication
Clear Writing in the Professions. ERIC Digest.
ED 343 136 (CS)

Career Centers
Internationalizing the University Career Center. ERIC Digest.
ED 341 889 (CG)

Career Change
Adults in Career Transition. ERIC Digest No. 115.
ED 338 896 (CE)

Career Counseling
Adults in Career Transition. ERIC Digest No. 115.
ED 338 896 (CE)
Building Blocks of Computer-Based Career Planning Systems. ERIC Digest.
ED 347 478 (CG)
Challenging Troublesome Career Beliefs. ERIC Digest.
ED 347 481 (CG)
Internationalizing the University Career Center. ERIC Digest.
ED 341 889 (CG)
A Multicultural Focus on Career Education. Information Series No. 348.
ED 341 877 (CE)

Career Development
Adults in Career Transition. ERIC Digest No. 115.
ED 338 896 (CE)
Career Development Outcomes. Trends and Issues Alerts.
ED 340 945 (CE)
Life Cycles and Career Development: New Models. ERIC Digest No. 119.
ED 346 316 (CE)
Multicultural Career Education and Development. ERIC Digest No. 123.
ED 347 402 (CE)
The National Career Development Guidelines. ERIC Digest.
ED 347 493 (CG)
Strategies for Implementing the National Career Development Guidelines. ERIC Digest No. 117.
ED 338 898 (CE)

Career Education
Multicultural Career Education and Development. ERIC Digest No. 123.
ED 347 402 (CE)
A Multicultural Focus on Career Education. Information Series No. 348.
ED 341 877 (CE)

Career Guidance
The National Career Development Guidelines. ERIC Digest.
ED 347 493 (CG)

Career Information Systems
Building Blocks of Computer-Based Career Planning Systems. ERIC Digest.
ED 347 478 (CG)

Career Planning
Strategies for Implementing the National Career Development Guidelines. ERIC Digest No. 117.
ED 338 898 (CE)

Carl D Perkins Voc and Appl Techn Educ Act 1990
Implications of the New Perkins Act. Trends and Issues Alerts.
ED 340 946 (CE)
Tech Prep. Trends and Issues Alerts.
ED 342 932 (CE)

Case Studies
The Application of Case Study Evaluations. ERIC/TM Digest.
ED 338 706 (TM)

Cataloging
Cataloging. ERIC Processing Manual, Section V.
ED 348 060 (IR)
ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network.
ED 348 055 (IR)
Introduction. ERIC Processing Manual, Section I.
ED 348 056 (IR)

Censorship
Challenges to and Censorship of School Guidance Materials. ERIC Digest.
ED 347 479 (CG)

Center Research Eval Standards Student Testing
The Center for Research on Evaluation, Standards, and Student Testing (CRESST). ERIC/TM Digest.
ED 338 705 (TM)

Central Office Administrator Relationship
School-Based Budgeting. ERIC Digest, Number 64.
ED 336 865 (EA)

Certification
The Counselor and NBCC. ERIC Digest.
ED 347 472 (CG)

Change Agents
Educational Reform and the School Counselor. ERIC Digest.
ED 347 491 (CG)

Change Strategies
Abuse and Neglect of Exceptional Children. Exceptional Children at Risk: CEC Mini-Library.
ED 339 165 (EC)
Meeting the Mandate: Renewing the College and Departmental Curriculum. ASHE-ERIC Higher Education Report No. 6, 1991.
ED 345 603 (HE)
Meeting the Mandate: Renewing the College and Departmental Curriculum. ERIC Digest.
ED 347 957 (HE)
Positive Uncertainty: A Paradoxical Philosophy of Counseling Whose Time Has Come. ERIC Digest.
ED 347 486 (CG)

Child Abuse
Abuse and Neglect of Exceptional Children. Exceptional Children at Risk: CEC Mini-Library.
ED 339 165 (EC)

Child Caregivers
Child Care Resource and Referral Agencies. ERIC Digest.
ED 338 444 (PS)

Child Neglect
Abuse and Neglect of Exceptional Children. Exceptional Children at Risk: CEC Mini-Library.
ED 339 165 (EC)

Child Rearing
The Role of Parents in the Development of Peer Group Competence. ERIC Digest.
ED 346 992 (PS)

Childhood Attitudes
Teaching with a Multicultural Perspective. ERIC Digest.
ED 339 548 (PS)

Children
Having Friends, Making Friends, and Keeping Friends: Relationships as Educational Contexts. ERIC Digest.
ED 345 854 (PS)

Citizenship Education
Assessing Civics Education. ERIC/TM Digest.
ED 338 698 (TM)
The Connections between Language Education and Civic Education. ERIC Digest.
ED 348 318 (SO)
The Core Ideas of "CIVITAS: A Framework for Civic Education." ERIC Digest.
ED 346 016 (SO)
Teaching about the Constitutional Rights of Students. ERIC Digest.
ED 348 320 (SO)
Teaching the Law Using United States Supreme Court Cases. ERIC Digest.
ED 339 673 (SO)

Civics
Assessing Civics Education. ERIC/TM Digest.
ED 338 698 (TM)
The Core Ideas of "CIVITAS: A Framework for Civic Education." ERIC Digest.
ED 346 016 (SO)

Civil Liberties
Teaching about the Constitutional Rights of Students. ERIC Digest.
ED 348 320 (SO)

CIVITAS
The Core Ideas of "CIVITAS: A Framework for Civic Education." ERIC Digest.
ED 346 016 (SO)

Class Activities
Celebrate Literacy! The Joy of Reading and Writing. Teaching Resources in the ERIC Database (TRIED).
ED 347 519 (CS)
Cooperative Learning for Students from Diverse Language Backgrounds. ERIC Digest.
ED 347 853 (FL)
Reading and Writing across the High School Science and Math Curriculum. Teaching Resources in the ERIC Database (TRIED).
ED 347 518 (CS)

Classification
Cataloging. ERIC Processing Manual, Section V.
ED 348 060 (IR)

Classroom Environment
Readiness: Children and Their Schools. Getting Ready for Readiness: A Case Study. The ERIC Review.
ED 343 583 (IR)

Classroom Techniques
Active Learning: Creating Excitement in the Classroom. ERIC Digest.
ED 340 272 (HE)
Assessing Civics Education. ERIC/TM Digest.
ED 338 698 (TM)
Born Substance Exposed, Educationally Vulnerable. Exceptional Children at Risk: CEC Mini-Library.
ED 339 169 (EC)
Critical Thinking in Community Colleges. ERIC Digest.
ED 348 128 (JC)
Equal Mathematics Education for Female Students. ERIC/CUE Digest, Number 78.
ED 344 977 (UD)

Clearinghouses
ERIC Clearinghouse Publications, 1991. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1991.
ED 348 053 (IR)
ERIC Clearinghouse Scope of Interest Guide. ERIC Processing Manual, Appendix A.
ED 348 067 (IR)
ERIC Indexing Handbook (Clearinghouse Indexing Practices). ERIC Processing Manual, Appendix C.
ED 348 069 (IR)

Client Characteristics (Human Services)
Challenging Troublesome Career Beliefs. ERIC Digest.
ED 347 481 (CG)

Codes of Ethics
Ethics in Health, Physical Education, Recreation, and Dance. ERIC Digest.
ED 342 775 (SP)

BEST COPY AVAILABLE

Cognitive Development
Cognitive Theory-Based Teaching and Learning in Vocational Education. Information Series No. 349.
ED 345 109 (CE)
Having Friends, Making Friends, and Keeping Friends: Relationships as Educational Contexts. ERIC Digest.
ED 345 854 (PS)

Cognitive Measurement
Cognitive Theory-Based Teaching and Learning in Vocational Education. Information Series No. 349.
ED 345 109 (CE)

Cognitive Processes
Cognitive Theory-Based Teaching and Learning in Vocational Education. Information Series No. 349.
ED 345 109 (CE)

Cognitive Psychology
Psychological Dimensions of User-Computer Interfaces. ERIC Digest.
ED 337 203 (IR)

Cognitive Style
Learning Styles Counseling. ERIC Digest.
ED 341 890 (CG)

College Attendance
American Indians and Alaska Natives in Higher Education: Research on Participation and Graduation. ERIC Digest.
ED 348 197 (RC)

College Curriculum
The Collegiate Function of Community Colleges: Fostering Higher Learning through Curriculum and Student Transfer.
ED 348 111 (JC)

College Faculty
The Collegiate Function of Community Colleges: Fostering Higher Learning through Curriculum and Student Transfer.
ED 348 111 (JC)
Cooperative Learning: Increasing College Faculty Instructional Productivity. ASHE-ERIC Higher Education Report No. 4, 1991.
ED 343 465 (HE)
Prisoners of Elitism: The Community College's Struggle for Stature. New Directions for Community Colleges, Number 78.
ED 346 944 (JC)
Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. ERIC Digest.
ED 340 273 (HE)
Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. 1991 ASHE-ERIC Higher Education Report 2.
ED 338 128 (HE)
The Role of Scholarship in the Community College. ERIC Digest.
ED 338 294 (JC)

College Graduates
American Indians and Alaska Natives in Higher Education: Research on Participation and Graduation. ERIC Digest.
ED 348 197 (RC)

College Instruction
Cooperative Learning: Increasing College Faculty Instructional Productivity. ERIC Digest.
ED 347 871 (HE)

College Libraries
The Emerging Role of Tribal College Libraries in Indian Education. ERIC Digest.
ED 348 199 (RC)

College Outcomes Assessment
College Outcomes and Assessment: A Select Bibliography from the ERIC Database. Editions 1-4 (Covering 461 Items Dated 1977-1991).
ED 345 598 (HE)
Writing Assessment at the College Level. ERIC Digest.
ED 345 281 (CS)

College Programs
Critical Thinking in Community Colleges. ERIC Digest.
ED 348 128 (JC)

College Role
The Role of Scholarship in the Community College. ERIC Digest.
ED 338 294 (JC)
The Role of the Community College in Economic and Workforce Development. ERIC Digest.
ED 339 443 (JC)

College School Cooperation
High School-College Partnerships: Conceptual Models, Programs, and Issues. ASHE-ERIC Higher Education Report No. 5, 1991.
ED 343 546 (HE)
High School-College Partnerships: Conceptual Models, Programs, and Issues. ERIC Digest.
ED 347 956 (HE)
A Professor Responds by Computer to the Writing of Elementary Students. ERIC Digest.
ED 341 061 (CS)
Tech Prep. Trends and Issues Alerts.
ED 342 932 (CE)

College Second Language Programs
Translating and Interpreting Programs: A Scottish Example. ERIC Digest.
ED 347 854 (FL)

College Students
Nontraditional College Students. ERIC Digest.
ED 347 483 (CG)
Part-Time Students in Higher Education. Trends and Issues Alerts.
ED 342 931 (CE)

College Transfer Students
The Collegiate Function of Community Colleges: Fostering Higher Learning through Curriculum and Student Transfer.
ED 348 111 (JC)

Collegiality
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ASHE-ERIC Higher Education Report No. 7, 1991.
ED 346 805 (HE)
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ERIC Digest.
ED 347 958 (HE)

Columbus (Christopher)
Teaching about the Voyages of Columbus. ERIC Digest.
ED 348 317 (SO)

Columbus Quincentenary
Teaching about the Voyages of Columbus. ERIC Digest.
ED 348 317 (SO)

Communication Skills
Communication Strategies for Employment Interviews. ERIC Digest.
ED 341 111 (CS)
Personal Communication. Special Collection Number 11.
ED 339 073 (CS)

Communication Strategies
Communication Strategies for Employment Interviews. ERIC Digest.
ED 341 111 (CS)

Communications Protocols
Internet Basics. ERIC Digest.
ED 348 054 (IR)

Communicative Competence (Languages)
Task-Based Activities: Making the Language Laboratory Interactive. ERIC Digest.
ED 343 407 (FL)

Community
Building Community for the 21st Century. ERIC Digest.
ED 347 489 (CG)

Community Attitudes
Systemic Reform in Six Rural Districts: A Case Study of First Reactions to the Kentucky Education Reform Act of 1990.
ED 336 238 (RC)

Community Colleges
In the Shadow of Baccalaureate Institutions. ERIC Digest.
ED 348 129 (JC)
Prisoners of Elitism: The Community College's Struggle for Stature. New Directions for Community Colleges, Number 78.
ED 346 944 (JC)

Community Education
In Our Own Words: Community Story Traditions To Prevent and Heal Substance Abuse. A Teacher's Guide with Examples from Native American and Rural Contexts.
ED 348 203 (RC)

Community Information Services
Child Care Resource and Referral Agencies. ERIC Digest.
ED 338 444 (PS)

Community Support
Five Key Issues in Restructuring. ERIC Digest, Number 69.
ED 344 329 (EA)

Competence
The Secretary of Labor's Commission on Achieving Necessary Skills. ERIC Digest.
ED 339 749 (TM)

Competency Based Education
The National Career Development Guidelines. ERIC Digest.
ED 347 493 (CG)
Strategies for Implementing the National Career Development Guidelines. ERIC Digest No. 117.
ED 338 898 (CE)

Compliance (Legal)
Getting Serious about Sexual Harassment. ERIC Digest, Number 75.
ED 347 699 (EA)

Computer Assisted Career Guidance
Building Blocks of Computer-Based Career Planning Systems. ERIC Digest.
ED 347 478 (CG)

Computer Assisted Counseling
Counseling Using Technology with At-Risk Youth. ERIC Digest.
ED 347 480 (CG)

Computer Assisted Instruction
Computer Applications in Education: The Best of ERIC 1990.
ED 345 715 (IR)
Computer-Assisted Instruction in Vocational Education. Practice Application Brief.
ED 347 327 (CE)
Computer-Based Education: The Best of ERIC, 1989.
ED 341 386 (IR)
Trends in Educational Technology 1991. ERIC Digest.
ED 343 617 (IR)
Using Computers with Adult ESL Literacy Learners. ERIC Digest.
ED 343 462 (FL)

Computer Literacy
Computer Applications in Education: The Best of ERIC 1990.
ED 345 715 (IR)

Computer Managed Instruction
Computer-Based Education: The Best of ERIC, 1989.
ED 341 386 (IR)

Computer Networks
Internet Basics. ERIC Digest.
ED 348 054 (IR)
The National Research and Education Network (NREN): Update 1991. ERIC Digest.
ED 340 390 (IR)
A Professor Responds by Computer to the Writing of Elementary Students. ERIC Digest.
ED 341 061 (CS)

Computer Oriented Programs
Building Blocks of Computer-Based Career Planning Systems. ERIC Digest.
ED 347 478 (CG)

Computer Software
Computer Applications in Education: The Best of ERIC 1990.
ED 345 715 (IR)

Computer System Design
Psychological Dimensions of User-Computer Interfaces. ERIC Digest.
ED 337 203 (IR)

Computer Uses in Education
Computer-Assisted Instruction in Vocational Education. Practice Application Brief.
ED 347 327 (CE)

Concept Formation
Environmental Literacy: Its Roots, Evolution and Directions in the 1990s.
ED 348 235 (SE)

Concurrent Validity
The Case for Validity Generalization. ERIC/TM Digest.
ED 338 699 (TM)

Conflict Resolution
Conflict Resolution Programs in Schools. ERIC/CUE Digest Number 74.
ED 338 791 (UD)

Congenital Impairments
Born Substance Exposed, Educationally Vulnerable. Exceptional Children at Risk: CEC Mini-Library.
ED 339 169 (EC)
Substance Exposed Infants and Children. ERIC Digest #E505.
ED 340 149 (EC)

Conservation Education
Rural Philosophy for Education: Wendell Berry's Tradition. ERIC Digest.
ED 345 930 (RC)

Constitutional Law
Teaching about the Constitutional Rights of Students. ERIC Digest.
ED 348 320 (SO)
Teaching the Law Using United States Supreme Court Cases. ERIC Digest.
ED 339 673 (SO)

Constructivist Learning
Thinking in Outdoor Inquiry. ERIC Digest.
ED 348 198 (RC)

Constructivist Theory
Thinking in Outdoor Inquiry. ERIC Digest.
ED 348 198 (RC)

Consultants
Consulting with the Judiciary: A Challenging Opportunity for the Counselor Educator. ERIC Digest.
ED 347 490 (CG)
Peer Consultation for Professional Counselors. ERIC Digest.
ED 347 476 (CG)

Consultation Programs
Consulting with the Judiciary: A Challenging Opportunity for the Counselor Educator. ERIC Digest.
ED 347 490 (CG)

Consumer Education
Child Care Resource and Referral Agencies. ERIC Digest.
ED 338 444 (PS)

Content Analysis
Trends in Educational Technology.
ED 346 850 (IR)

Content Area Reading
Reading and Writing across the High School Science and Math Curriculum. Teaching Resources in the ERIC Database (TRIED).
ED 347 518 (CS)
Reading: Middle and Secondary. Special Collection Number 7.
ED 337 762 (CS)

Content Area Writing
Clear Writing in the Professions. ERIC Digest.
ED 343 136 (CS)
Reading and Writing across the High School Science and Math Curriculum. Teaching Resources in the ERIC Database (TRIED).
ED 347 518 (CS)

Continuous Progress Plan
Nongraded Primary Education. ERIC Digest, Number 74.
ED 347 637 (EA)

Controlled Choice
Controlled Choice: An Alternative School Choice Plan. ERIC Digest, Number 70.
ED 344 342 (EA)

Conversational Language Courses
Instructional Conversations. ERIC Digest.
ED 347 850 (FL)

Cooperating Teachers
Supervision of Student Teachers. ERIC Digest.
ED 344 873 (SP)

Cooperation
Conflict Resolution Programs in Schools. ERIC/CUE Digest Number 74.
ED 338 791 (UD)
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ASHE-ERIC Higher Education Report No. 7, 1991.
ED 346 805 (HE)
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ERIC Digest.
ED 347 958 (HE)

Cooperative Learning
Cooperative Learning for Students from Diverse Language Backgrounds. ERIC Digest.
ED 347 853 (FL)
Cooperative Learning: Increasing College Faculty Instructional Productivity. ASHE-ERIC Higher Education Report No. 4, 1991.
ED 343 465 (HE)
Cooperative Learning: Increasing College Faculty Instructional Productivity. ERIC Digest.
ED 347 871 (HE)
Cooperative Learning in Vocational Education. Trends and Issues Alerts.
ED 346 320 (CE)
Problem Based Learning for Administrators.
ED 347 617 (EA)

Cooperative Planning
At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services. Volume 5: Attendance Services.
ED 347 621 (EA)
Building Relationships between Schools and Social Services. ERIC Digest Series No. 66.
ED 339 111 (EA)
Interagency Collaboration: Its Role in Welfare Reform. ERIC Digest No. 126.
ED 347 405 (CE)

Cooperative Programs
Vocational Education Involvement with Business/Industry/Labor. Trends and Issues Alerts.
ED 340 947 (CE)

Coordinate Indexes
Indexing. ERIC Processing Manual, Section VII.
ED 348 062 (IR)

Coping
Developing Support Groups for Students: Helping Students Cope with Crises.
ED 340 986 (CG)

Correctional Education
Juvenile Corrections and the Exceptional Student. ERIC Digest #E509.
ED 340 153 (EC)

Costs
Strategies and Consequences: Managing the Costs in Higher Education. ERIC Digest.
ED 347 959 (HE)

Council for Accred of Counsel and Relat Educ Prog
CACREP Accreditation: Setting the Standard for Counselor Preparation. ERIC Digest.
ED 347 470 (CG)

Counseling
CACREP Accreditation: Setting the Standard for Counselor Preparation. ERIC Digest.
ED 347 470 (CG)
ERIC/CAPS-Expanding Counselor Choice. ERIC Digest.
ED 347 473 (CG)

Counseling and Human Development Foundation
CHDF-Partner in Professionalism. ERIC Digest.
ED 347 471 (CG)

Counseling Objectives
Differentiating between Counseling Theory and Process. ERIC Digest.
ED 347 485 (CG)

Counseling Services
Accreditation of College and University Counseling Services. ERIC Digest.
ED 347 488 (CG)
Counseling Teenage Fathers: The "Maximizing a Life Experience" (MALE) Group. ERIC Digest.
ED 341 891 (CG)
Marketing Yourself as a Professional Counselor. ERIC Digest.
ED 347 492 (CG)

Counseling Techniques
Challenging Troublesome Career Beliefs. ERIC Digest.
ED 347 481 (CG)
Differentiating between Counseling Theory and Process. ERIC Digest.
ED 347 485 (CG)
Learning Styles Counseling. ERIC Digest.
ED 341 890 (CG)
Positive Uncertainty: A Paradoxical Philosophy of Counseling Whose Time Has Come. ERIC Digest.
ED 347 486 (CG)

Counseling Theories
Differentiating between Counseling Theory and Process. ERIC Digest.
ED 347 485 (CG)
Positive Uncertainty: A Paradoxical Philosophy of Counseling Whose Time Has Come. ERIC Digest.
ED 347 486 (CG)

Counselor Educators
Consulting with the Judiciary: A Challenging Opportunity for the Counselor Educator. ERIC Digest.
ED 347 490 (CG)

Counselor Performance
Peer Consultation for Professional Counselors. ERIC Digest.
ED 347 476 (CG)

Counselor Role
Action-Oriented Research: Promoting School Counselor Advocacy and Accountability. ERIC Digest.
ED 347 477 (CG)
Building Community for the 21st Century. ERIC Digest.
ED 347 489 (CG)
Educational Reform and the School Counselor. ERIC Digest.
ED 347 491 (CG)
Empowering Young Black Males. ERIC Digest.
ED 341 887 (CG)
Learning Styles Counseling. ERIC Digest.
ED 341 890 (CG)
Positive Uncertainty: A Paradoxical Philosophy of Counseling Whose Time Has Come. ERIC Digest.
ED 347 486 (CG)
School Children and Fitness: Aerobics for Life. ERIC Digest.
ED 347 484 (CG)
Valuing Diversity in the Schools: The Counselor's Role. ERIC Digest.
ED 347 475 (CG)

Counselor Training
CACREP Accreditation: Setting the Standard for Counselor Preparation. ERIC Digest.
ED 347 470 (CG)

Counselors
CHDF-Partner in Professionalism. ERIC Digest.
ED 347 471 (CG)
Consulting with the Judiciary: A Challenging Opportunity for the Counselor Educator. ERIC Digest.
ED 347 490 (CG)
The Counselor and NBCC. ERIC Digest.
ED 347 472 (CG)
Counselor Membership in ACA. ERIC Digest.
ED 347 474 (CG)
ERIC/CAPS-Expanding Counselor Choice. ERIC Digest.
ED 347 473 (CG)
Marketing Yourself as a Professional Counselor. ERIC Digest.
ED 347 492 (CG)

Peer Consultation for Professional Counselors. ERIC Digest.
ED 347 476 (CG)
Qualitative Research in Student Affairs. ERIC Digest.
ED 347 487 (CG)

Credentials
Credentialing in the Health, Leisure, and Movement Professions. Trends and Issues Paper No. 5.
ED 339 697 (SP)

Crime
Schools Attack the Roots of Violence. ERIC Digest, Number 63.
ED 335 806 (EA)

Crime Prevention
Schools Attack the Roots of Violence. ERIC Digest, Number 63.
ED 335 806 (EA)

Crisis Intervention
Developing Support Groups for Students: Helping Students Cope with Crises.
ED 340 986 (CG)

Critical Thinking
Critical Thinking across the Curriculum: Building the Analytical Classroom.
ED 347 511 (CS)
Critical Thinking: Educational Imperative. New Directions for Community Colleges, Number 77, Spring 1992.
ED 342 453 (JC)
Critical Thinking: Helping Students Learn Reflectively.
ED 341 954 (CS)
Critical Thinking in Community Colleges. ERIC Digest.
ED 348 128 (JC)
National Research Center on Student Learning. ERIC/TM Digest.
ED 338 704 (TM)

Cross Cultural Training
Culturally Responsive Pedagogy for the 1990s and Beyond. Trends and Issues Paper No. 6.
ED 339 698 (SP)

Cultural Awareness
Charting New Maps: Multicultural Education in Rural Schools. ERIC Digest.
ED 348 196 (RC)
Considerations in Teaching Culturally Diverse Children. ERIC Digest.
ED 341 648 (SP)
Culturally Responsive Pedagogy for the 1990s and Beyond. Trends and Issues Paper No. 6.
ED 339 698 (SP)
A Multicultural Focus on Career Education. Information Series No. 348.
ED 341 877 (CE)
Teaching with a Multicultural Perspective. ERIC Digest.
ED 339 548 (PS)

Cultural Context
Culturally Responsive Pedagogy for the 1990s and Beyond. Trends and Issues Paper No. 6.
ED 339 698 (SP)

Cultural Differences
Multicultural Career Education and Development. ERIC Digest No. 123.
ED 347 402 (CE)
Teaching with a Multicultural Perspective. ERIC Digest.
ED 339 548 (PS)
Valuing Diversity in the Schools: The Counselor's Role. ERIC Digest.
ED 347 475 (CG)

Cultural Education
Charting New Maps: Multicultural Education in Rural Schools. ERIC Digest.
ED 348 196 (RC)
Integrating Mexican-American History and Culture into the Social Studies Classroom. ERIC Digest.
ED 348 200 (RC)
Using Literature by American Indians and Alaska Natives in Secondary Schools. ERIC Digest.
ED 348 201 (RC)

Cultural Journalism
In Our Own Words: Community Story Traditions To Prevent and Heal Substance Abuse. A Teacher's Guide with Examples from Native American and Rural Contexts.
ED 348 203 (RC)

Cultural Pluralism
Charting New Maps: Multicultural Education in Rural Schools. ERIC Digest.
ED 348 196 (RC)
Considerations in Teaching Culturally Diverse Children. ERIC Digest.
ED 341 648 (SP)
A Multicultural Focus on Career Education. Information Series No. 348.
ED 341 877 (CE)

Curriculum Development
Changing Schools through Experiential Education. ERIC Digest.
ED 345 929 (RC)
The Connections between Language Education and Civic Education. ERIC Digest.
ED 348 318 (SO)
Differentiating Curriculum for Gifted Students. ERIC Digest #E510.
ED 342 175 (EC)
Examining Discipline-Based Art Education as a Curriculum Construct.
ED 338 540 (SO)
Indian Nations At Risk: Listening to the People. Summaries of Papers Commissioned by the Indian Nations At Risk Task Force of the U.S. Department of Education.
ED 339 588 (RC)
Internationalizing the U.S. Classroom: Japan as a Model.
ED 343 842 (SO)
Meeting the Mandate: Renewing the College and Departmental Curriculum. ASHE-ERIC Higher Education Report No. 6, 1991.
ED 345 603 (HE)
Post-Modernism, Art Educators, and Art Education. ERIC Digest.
ED 348 328 (SO)
Teaching about the Two Koreas. ERIC Digest.
ED 339 672 (SO)
Teaching about the Voyages of Columbus. ERIC Digest.
ED 348 317 (SO)
Workplace Literacy: An Update. Trends and Issues Alerts.
ED 346 321 (CE)

Curriculum Evaluation
Examining Discipline-Based Art Education as a Curriculum Construct.
ED 338 540 (SO)

Dance Education
Status of Dance in Education. ERIC Digest.
ED 348 368 (SP)

Data Collection
Steps in Designing an Indicator System. ERIC/TM Digest.
ED 338 700 (TM)
Using Biodata as a Selection Instrument. ERIC/TM Digest.
ED 338 702 (TM)

Data Entry
Data Entry. ERIC Processing Manual, Section IX.
ED 348 065 (IR)

Databases
Acquisitions. ERIC Processing Manual, Section II.
ED 348 057 (IR)
Database Changes (Post-Publication). ERIC Processing Manual, Section X.
ED 348 066 (IR)
Data Entry. ERIC Processing Manual, Section IX.
ED 348 065 (IR)
ERIC/CAPS-Expanding Counselor Choice. ERIC Digest.
ED 347 473 (CG)
Glossary of Terms (with Acronym List). ERIC Processing Manual.
ED 348 070 (IR)
Myths and Realities about ERIC. ERIC Digest.
ED 345 756 (IR)

Day Care
Child Care Resource and Referral Agencies. ERIC Digest.
ED 338 444 (PS)

Day Care Selection
Child Care Resource and Referral Agencies. ERIC Digest.
ED 338 444 (PS)

Decentralization
School-Based Budgeting. ERIC Digest, Number 64.
ED 336 865 (EA)
School-Based Management and Student Performance. ERIC Digest, Number 62.
ED 336 845 (EA)

Decision Making Skills
Academic Advising for Student Success: A System of Shared Responsibility. ASHE-ERIC Higher Education Report No. 3, 1991.
ED 339 272 (HE)

Definitions
Environmental Literacy: Its Roots, Evolution and Directions in the 1990s.
ED 348 235 (SE)
Glossary of Terms (with Acronym List). ERIC Processing Manual.
ED 348 070 (IR)

Delinquency
Juvenile Corrections and the Exceptional Student. ERIC Digest #E509.
ED 340 153 (EC)

Delinquent Rehabilitation
Juvenile Corrections and the Exceptional Student. ERIC Digest #E509.
ED 340 153 (EC)

Delivery Systems
Delivering Special Education: Statistics and Trends. Revised. ERIC Digest #E463.
ED 340 154 (EC)
Homeless and in Need of Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 167 (EC)
Juvenile Corrections and the Exceptional Student. ERIC Digest #E509.
ED 340 153 (EC)
Rural, Exceptional, At Risk. Exceptional Children at Risk: CEC Mini-Library.
ED 339 173 (EC)
Special Health Care in the School. Exceptional Children at Risk: CEC Mini-Library.
ED 339 166 (EC)

Democratic Values
The Core Ideas of "CIVITAS: A Framework for Civic Education." ERIC Digest.
ED 346 016 (SO)

Demography
The Current Condition of Native Americans. ERIC Digest.
ED 348 202 (RC)

Demonstration Programs
The Adult Education Act: A Guide to the Literature and Funded Projects. Information Series No. 347.
ED 341 876 (CE)
Programs and Practices in Gifted Education: Projects Funded by the Jacob K. Javits Gifted and Talented Students Education Act of 1988.
ED 347 766 (EC)

Depression (Psychology)
Depression and Suicide: Special Education Students at Risk. Exceptional Children at Risk: CEC Mini-Library.
ED 339 170 (EC)

Developing Institutions
The Emerging Role of Tribal College Libraries in Indian Education. ERIC Digest.
ED 348 199 (RC)

Developmental Continuity
Beyond Transition: Ensuring Continuity in Early Childhood Services. ERIC Digest.
ED 345 867 (PS)

Developmentally Appropriate Programs
Beyond Transition: Ensuring Continuity in Early Childhood Services. ERIC Digest.
ED 345 867 (PS)

Disabilities
Abuse and Neglect of Exceptional Children. Exceptional Children at Risk: CEC Mini-Library.
ED 339 165 (EC)
Alcohol and Other Drugs: Use, Abuse, and Disabilities. Exceptional Children at Risk: CEC Mini-Library.
ED 339 172 (EC)
Alcohol and Other Drug Use by Adolescents with Disabilities. ERIC Digest #E506.
ED 340 150 (EC)
Delivering Special Education: Statistics and Trends. Revised. ERIC Digest #E463.
ED 340 154 (EC)
Depression and Suicide: Special Education Students at Risk. Exceptional Children at Risk: CEC Mini-Library.
ED 339 170 (EC)
Developing Effective Programs for Special Education Students Who Are Homeless. ERIC Digest #E504.
ED 340 148 (EC)
Double Jeopardy: Pregnant and Parenting Youth in Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 174 (EC)
Hidden Youth: Dropouts from Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 168 (EC)
HIV Prevention Education for Exceptional Youth: Why HIV Prevention Education Is Important. ERIC Digest #E507.
ED 340 151 (EC)
Homeless and in Need of Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 167 (EC)
Juvenile Corrections and the Exceptional Student. ERIC Digest #E509.
ED 340 153 (EC)
Language Minority Students with Disabilities. Exceptional Children at Risk: CEC Mini-Library.
ED 339 171 (EC)
Preparing Children with Disabilities for School. ERIC Digest #E503.
ED 340 147 (EC)
Rural, Exceptional, At Risk. Exceptional Children at Risk: CEC Mini-Library.
ED 339 173 (EC)

Discipline Based Art Education
Examining Discipline-Based Art Education as a Curriculum Construct.
ED 338 540 (SO)

Discussion (Teaching Technique)
Active Learning: Creating Excitement in the Classroom. 1991 ASHE-ERIC Higher Education Reports.
ED 336 049 (HE)
Instructional Conversations. ERIC Digest.
ED 347 850 (FL)

Disease Control
HIV Prevention Education for Exceptional Youth: Why HIV Prevention Education Is Important. ERIC Digest #E507.
ED 340 151 (EC)

Distance Education
The Distance Education Handbook. An Administrator's Guide for Rural and Remote Schools.
ED 340 547 (RC)

Diversity (Student)
Considerations in Teaching Culturally Diverse Children. ERIC Digest.
ED 341 648 (SP)
Valuing Diversity in the Schools: The Counselor's Role. ERIC Digest.
ED 347 475 (CG)

Document Handling
Handling and Shipping. ERIC Processing Manual, Section IV.
ED 348 059 (IR)

Dropout Characteristics
Identifying Potential Dropouts. ERIC Digest.
ED 339 092 (EA)

Dropout Prevention
Hidden Youth: Dropouts from Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 168 (EC)

Dropout Research
Identifying Potential Dropouts. ERIC Digest.
ED 339 092 (EA)

Dropouts
Hidden Youth: Dropouts from Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 168 (EC)
Identifying Potential Dropouts. ERIC Digest.
ED 339 092 (EA)

Drug Abuse
Alcohol and Other Drugs: Use, Abuse, and Disabilities. Exceptional Children at Risk: CEC Mini-Library.
ED 339 172 (EC)
Alcohol and Other Drug Use by Adolescents with Disabilities. ERIC Digest #E506.
ED 340 150 (EC)
Are School-Based Drug Prevention Programs Working? ERIC Digest.
ED 341 886 (CG)
Born Substance Exposed, Educationally Vulnerable. Exceptional Children at Risk: CEC Mini-Library.
ED 339 169 (EC)
College Alcohol and Drug Abuse Prevention Programs: An Update. ERIC Digest.
ED 347 960 (HE)
Peer Leaders in Drug Abuse Prevention. ERIC Digest.
ED 341 892 (CG)
Substance Exposed Infants and Children. ERIC Digest #E505.
ED 340 149 (EC)

Dyslexia
Helping Children Overcome Reading Difficulties. ERIC Digest.
ED 344 190 (CS)

Early Intervention
Preparing Children with Disabilities for School. ERIC Digest #E503.
ED 340 147 (EC)

Early Parenthood
Counseling Teenage Fathers: The "Maximizing a Life Experience" (MALE) Group. ERIC Digest.
ED 341 891 (CG)

Early Retirement
Graying Teachers: A Report on State Pension Systems and School District Early Retirement Incentives.
ED 347 620 (EA)

Economic Development
The Role of the Community College in Economic and Workforce Development. ERIC Digest.
ED 339 443 (JC)

Education
ERIC Clearinghouse Publications, 1991. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1991.
ED 348 053 (IR)
ERIC Clearinghouse Scope of Interest Guide. ERIC Processing Manual, Appendix A.
ED 348 067 (IR)
Myths and Realities about ERIC. ERIC Digest.
ED 345 756 (IR)

Education of the Handicapped Act Amendments 1986
Preparing Children with Disabilities for School. ERIC Digest #E503.
ED 340 147 (EC)

Education Work Relationship
Computer-Assisted Instruction in Vocational Education. Practice Application Brief.
ED 347 327 (CE)
The Vocational Education/Entrepreneurship Match. ERIC Digest No. 118.
ED 338 899 (CE)
Vocational Education Involvement with Business/Industry/Labor. Trends and Issues Alerts.
ED 340 947 (CE)

Educational Administration
ERIC Digests, 1988-1991: A Compendium of Forty Titles.
ED 341 116 (EA)
Graying Teachers: A Report on State Pension Systems and School District Early Retirement Incentives.
ED 347 620 (EA)

Educational Assessment
Alternative Assessment of Performance in the Language Arts: What Are We Doing Now? Where Are We Going? Proceedings of a National Symposium (Bloomington, Indiana, August 27, 1990).
ED 339 044 (CS)
Assessing Civics Education. ERIC/TM Digest.
ED 338 698 (TM)
The Case against a National Test. ERIC/TM Digest.
ED 338 703 (TM)
The Center for Research on Evaluation, Standards, and Student Testing (CRESST). ERIC/TM Digest.
ED 338 705 (TM)
What Are Educational Indicators and Indicator Systems? ERIC/TM Digest.
ED 338 701 (TM)

Educational Attitudes
Critical Thinking: Helping Students Learn Reflectively.
ED 341 954 (CS)
In the Shadow of Baccalaureate Institutions. ERIC Digest.
ED 348 129 (JC)

Educational Benefits
Status of Dance in Education. ERIC Digest.
ED 348 368 (SP)

Educational Change
Educational Reform and the School Counselor. ERIC Digest.
ED 347 491 (CG)
Implications of the New Perkins Act. Trends and Issues Alerts.
ED 340 946 (CE)
Integrating Academic and Vocational Education: Strategies for Implementation. ERIC Digest No. 120.
ED 346 317 (CE)
Meeting the Mandate: Renewing the College and Departmental Curriculum. ASHE-ERIC Higher Education Report No. 6, 1991.
ED 345 603 (HE)
Meeting the Mandate: Renewing the College and Departmental Curriculum. ERIC Digest.
ED 347 957 (HE)
Nongraded Primary Education. ERIC Digest, Number 74.
ED 347 637 (EA)
Some Emerging Trends in School Restructuring. ERIC Digest, Number 67.
ED 343 196 (EA)
Systemic Reform in Six Rural Districts: A Case Study of First Reactions to the Kentucky Education Reform Act of 1990.
ED 336 238 (RC)

Educational Cooperation
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ASHE-ERIC Higher Education Report No. 7, 1991.
ED 346 805 (HE)
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ERIC Digest.
ED 347 958 (HE)
High School-College Partnerships: Conceptual Models, Programs, and Issues. ASHE-ERIC Higher Education Report No. 5, 1991.
ED 343 546 (HE)
High School-College Partnerships: Conceptual Models, Programs, and Issues. ERIC Digest.
ED 347 956 (HE)

Educational Counseling
Academic Advising for Student Success: A System of Shared Responsibility. ERIC Digest.
ED 340 274 (HE)

Educational Environment
Fostering High Achievement in African American Children: Home, School, and Public Policy Influences. Trends and Issues No. 16.
ED 348 464 (UD)

The Leadership Compass: Values and Ethics in Higher Education. ASHE-ERIC Higher Education Report No. 1, 1992.

ED 347 955 (HE)

School Leadership and Student Motivation. ERIC Digest, Number 71.

ED 346 558 (EA)

Educational Equity (Finance)

Systemic Reform in Six Rural Districts: A Case Study of First Reactions to the Kentucky Education Reform Act of 1990.

ED 336 238 (RC)

Educational Finance

ERIC Digests, 1988-1991: A Compendium of Forty Titles.

ED 341 116 (EA)

Managing Smallness: Promising Fiscal Practices for Rural School District Administrators.

ED 348 205 (RC)

Strategies and Consequences. Managing the Costs in Higher Education. ASHE-ERIC Higher Education Report No. 8.

ED 347 921 (HE)

Strategies and Consequences: Managing the Costs in Higher Education. ERIC Digest.

ED 347 959 (HE)

Educational Improvement

Controlled Choice: An Alternative School Choice Plan. ERIC Digest, Number 70.

ED 344 342 (EA)

Improving Urban Education with Magnet Schools. ERIC/CUE Digest, Number 76.

ED 340 813 (UD)

Libraries for the National Education Goals.

ED 345 752 (IR)

Libraries for the National Education Goals. ERIC Digest.

ED 345 753 (IR)

Prescription for Literacy: Providing Critical Educational Experiences. ERIC Digest.

ED 340 001 (CS)

Transformational Leadership. ERIC Digest, Number 72.

ED 347 636 (EA)

Vocational Education Involvement with Business/Industry/Labor. Trends and Issues Alerts.

ED 340 947 (CE)

Educational Indicators

Steps in Designing an Indicator System. ERIC/TM Digest.

ED 338 700 (TM)

What Are Educational Indicators and Indicator Systems? ERIC/TM Digest.

ED 338 701 (TM)

Educational Information

ERIC Clearinghouse Publications, 1991. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1991.

ED 348 053 (IR)

ERIC Clearinghouse Scope of Interest Guide. ERIC Processing Manual, Appendix A.

ED 348 067 (IR)

ERIC Indexing Handbook (Clearinghouse Indexing Practices). ERIC Processing Manual, Appendix C.

ED 348 069 (IR)

Educational Innovation

Nongraded Primary Education. ERIC Digest, Number 74.

ED 347 637 (EA)

Educational Issues

Alternative Assessment of Performance in the Language Arts: What Are We Doing Now? Where Are We Going? Proceedings of a National Symposium (Bloomington, Indiana, August 27, 1990).

ED 339 044 (CS)

Educational Legislation

The Adult Education Act: A Guide to the Literature and Funded Projects. Information Series No. 347.

ED 341 876 (CE)

Ends or Means: An Overview of the History of the Adult Education Act. Information Series No. 346.

ED 341 875 (CE)

Implications of the New Perkins Act. Trends and Issues Alerts.

ED 340 946 (CE)

Educational Needs

Adult Literacy. Trends and Issues Alerts.

ED 340 944 (CE)

Indian Nations At Risk: Listening to the People. Summaries of Papers Commissioned by the Indian Nations At Risk Task Force of the U.S. Department of Education.

ED 339 588 (RC)

Substance Exposed Infants and Children. ERIC Digest #E505.

ED 340 149 (EC)

The Translation Profession. ERIC Digest.

ED 345 540 (FL)

Educational Objectives

Beyond Transition: Ensuring Continuity in Early Childhood Services. ERIC Digest.

ED 345 867 (PS)

Career Development Outcomes. Trends and Issues Alerts.

ED 340 945 (CE)

Five Key Issues in Restructuring. ERIC Digest, Number 69.

ED 344 329 (EA)

Educational Philosophy

Postmodern Educational Technology. ERIC Digest.

ED 348 042 (IR)

Rural Philosophy for Education: Wendell Berry's Tradition. ERIC Digest.

ED 345 930 (RC)

Educational Planning

The Distance Education Handbook. An Administrator's Guide for Rural and Remote Schools.

ED 340 547 (RC)

Environmental Literacy: Its Roots, Evolution and Directions in the 1990s.

ED 348 235 (SE)

Ethical Practice in Adult Education. ERIC Digest No. 116.

ED 338 897 (CE)

Meeting the Mandate: Renewing the College and Departmental Curriculum. ASHE-ERIC Higher Education Report No. 6, 1991.

ED 345 603 (HE)

Meeting the Mandate: Renewing the College and Departmental Curriculum. ERIC Digest.

ED 347 957 (HE)

Educational Policy

ERIC Digests, 1988-1991: A Compendium of Forty Titles.

ED 341 116 (EA)

Educational Practices

Adult Literacy. Trends and Issues Alerts.

ED 340 944 (CE)

Hidden Youth: Dropouts from Special Education. Exceptional Children at Risk: CEC Mini-Library.

ED 339 168 (EC)

Special Health Care in the School. Exceptional Children at Risk: CEC Mini-Library.

ED 339 166 (EC)

Educational Principles

Differentiating Curriculum for Gifted Students. ERIC Digest #E510.

ED 342 175 (EC)

Professionalizing Teaching: Is There a Role for Professional Development Schools? ERIC Digest.

ED 347 153 (SP)

Educational Quality

College Outcomes and Assessment: A Select Bibliography from the ERIC Database. Editions 1-4 (Covering 461 Items Dated 1977-1991).

ED 345 598 (HE)

Total Quality Management: Application in Vocational Education. ERIC Digest No. 125.

ED 347 404 (CE)

Total Quality Management. ERIC Digest, Number 73.

ED 347 670 (EA)

Educational Research

Meta-Analysis in Educational Research. ERIC Digest.

ED 339 748 (TM)

The Role of Scholarship in the Community College. ERIC Digest.

ED 338 294 (JC)

A Summary of Research in Science Education 1990.

ED 348 234 (SE)

Understanding Variables & Hypotheses in Scientific Research.

ED 342 056 (EA)

Educational Resources

Teaching about the Voyages of Columbus. ERIC Digest.

ED 348 317 (SO)

Educational Status Comparison

What Can I Become: Educational Aspirations of Students in Rural America. ERIC Digest.

ED 345 931 (RC)

Educational Strategies

Environmental Literacy: Its Roots, Evolution and Directions in the 1990s.

ED 348 235 (SE)

Indian Nations At Risk: Listening to the People. Summaries of Papers Commissioned by the Indian Nations At Risk Task Force of the U.S. Department of Education.

ED 339 588 (RC)

Internationalizing the U.S. Classroom: Japan as a Model.

ED 343 842 (SO)

Total Quality Management: Application in Vocational Education. ERIC Digest No. 125.

ED 347 404 (CE)

Educational Technology

Interactive Multimedia Computer Systems. ERIC Digest.

ED 340 388 (IR)

Postmodern Educational Technology. ERIC Digest.

ED 348 042 (IR)

Trends in Educational Technology.

ED 346 850 (IR)

Trends in Educational Technology 1991. ERIC Digest.

ED 343 617 (IR)

Educational Theories

Post-Modernism, Art Educators, and Art Education. ERIC Digest.

ED 348 328 (SO)

Educational Trends

Delivering Special Education: Statistics and Trends. Revised. ERIC Digest #E463.

ED 340 154 (EC)

Family Literacy Programs and Practices. Practice Application Brief.

ED 347 328 (CE)

Trends in Educational Technology.

ED 346 850 (IR)

Effect Size

Meta-Analysis in Educational Research. ERIC Digest.

ED 339 748 (TM)

Electronic Mail

Internet Basics. ERIC Digest.

ED 348 054 (IR)

Elementary Education

Montessori Programs in Public Schools. ERIC Digest.

ED 348 165 (PS)

Elementary School Science

National Association for Research in Science Teaching Annual Conference, Abstracts of Presented Papers (62nd, San Francisco, California, March 30-April 1, 1989).

ED 348 208 (SE)

Elementary School Teachers

Retaining Good Teachers in Urban Schools. ERIC/CUE Digest, Number 77.

ED 341 762 (UD)

Urban School Restructuring and Teacher Burnout. ERIC/CUE Digest, Number 75.

ED 340 812 (UD)

Elementary Secondary Education

Developing Support Groups for Students: Helping Students Cope with Crises.

ED 340 986 (CG)

Learning Styles Counseling. ERIC Digest.
ED 341 890 (CG)
Peer Leaders in Drug Abuse Prevention. ERIC Digest.
ED 341 892 (CG)
A Summary of Research in Science Education 1990.
ED 348 234 (SE)

Eligibility
Alcohol and Other Drug Use by Adolescents with Disabilities. ERIC Digest #E506.
ED 340 150 (EC)

Elitism
Prisoners of Elitism: The Community College's Struggle for Stature. New Directions for Community Colleges, Number 78.
ED 346 944 (JC)

Emotional Disturbances
Depression and Suicide: Special Education Students at Risk. Exceptional Children at Risk: CEC Mini-Library.
ED 339 170 (EC)
Suicide and the Exceptional Child. ERIC Digest #E508.
ED 340 152 (EC)

Employment Interviews
Communication Strategies for Employment Interviews. ERIC Digest.
ED 341 111 (CS)
Job Search Methods. ERIC Digest No. 121.
ED 346 318 (CE)

Employment Opportunities
Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. 1992 Update. ERIC Digest.
ED 343 410 (FL)

Employment Patterns
Apprenticeship and the Future of the Work Force. ERIC Digest No. 124.
ED 347 403 (CE)
The Translation Profession. ERIC Digest.
ED 345 540 (FL)

Employment Qualifications
The Secretary of Labor's Commission on Achieving Necessary Skills. ERIC Digest.
ED 339 749 (TM)
The Translation Profession. ERIC Digest.
ED 345 540 (FL)

English (Second Language)
Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. 1992 Update. ERIC Digest.
ED 343 410 (FL)
Teaching Reading and Writing to Special Students. Special Collection Number 9.
ED 347 500 (CS)
Using Computers with Adult ESL Literacy Learners. ERIC Digest.
ED 343 462 (FL)

Entrepreneurship
The Vocational Education/Entrepreneurship Match. ERIC Digest No. 118.
ED 338 899 (CE)

Environmental Education
Environmental Literacy: Its Roots, Evolution and Directions in the 1990s.
ED 348 235 (SE)

Environmental Literacy
Environmental Literacy: Its Roots, Evolution and Directions in the 1990s.
ED 348 235 (SE)

Equal Education
American Indians and Alaska Natives in Higher Education: Research on Participation and Graduation. ERIC Digest.
ED 348 197 (RC)
Computer Applications in Education: The Best of ERIC 1990.
ED 345 715 (IR)
Controlled Choice: An Alternative School Choice Plan. ERIC Digest, Number 70.
ED 344 342 (EA)
Equal Mathematics Education for Female Students. ERIC/CUE Digest, Number 78.
ED 344 977 (UD)
Teaching Mathematics Effectively and Equitably to Females. Trends and Issues No. 17.
ED 348 465 (UD)
Technology and Equity. ERIC Digest.
ED 339 400 (IR)

ERIC
Abstracting/Annotating. ERIC Processing Manual, Section VI.
ED 348 061 (IR)
Acquisitions. ERIC Processing Manual, Section II.
ED 348 057 (IR)
Cataloging. ERIC Processing Manual, Section V.
ED 348 060 (IR)
Database Changes (Post-Publication). ERIC Processing Manual, Section X.
ED 348 066 (IR)
Data Entry. ERIC Processing Manual, Section IX.
ED 348 065 (IR)
Document Preparation (for Filming). ERIC Processing Manual, Appendix B.
ED 348 068 (IR)
ERIC Clearinghouse Publications, 1991. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1991.
ED 348 053 (IR)
ERIC Clearinghouse Scope of Interest Guide. ERIC Processing Manual, Appendix A.
ED 348 067 (IR)
ERIC Indexing Handbook (Clearinghouse Indexing Practices). ERIC Processing Manual, Appendix C.
ED 348 069 (IR)
ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network.
ED 348 055 (IR)
Glossary of Terms (with Acronym List). ERIC Processing Manual.
ED 348 070 (IR)
Handling and Shipping. ERIC Processing Manual, Section IV.
ED 348 059 (IR)
Indexing. ERIC Processing Manual, Section VII.
ED 348 062 (IR)
Introduction. ERIC Processing Manual, Section I.
ED 348 056 (IR)
Myths and Realities about ERIC. ERIC Digest.
ED 345 756 (IR)
A Parent's Guide to the ERIC Database. Where To Turn with Your Questions about Schooling. Revised Edition.
ED 340 541 (RC)
Selection. ERIC Processing Manual, Section III.
ED 348 058 (IR)
Vocabulary Development and Maintenance–Descriptors. ERIC Processing Manual, Section VIII (Part 1).
ED 348 063 (IR)
Vocabulary Development and Maintenance–Identifiers. ERIC Processing Manual, Section VIII (Part 2).
ED 348 064 (IR)

ERIC Clearinghouse on Counsel and Personnel Serv
ERIC/CAPS-Expanding Counselor Choice. ERIC Digest.
ED 347 473 (CG)

ERIC Digests
High School-College Partnerships: Conceptual Models, Programs, and Issues. ERIC Digest.
ED 347 956 (HE)

Error Correction
Database Changes (Post-Publication). ERIC Processing Manual, Section X.
ED 348 066 (IR)

Ethical Instruction
Ethics in Health, Physical Education, Recreation, and Dance. ERIC Digest.
ED 342 775 (SP)
The Leadership Compass: Values and Ethics in Higher Education. ASHE-ERIC Higher Education Report No. 1, 1992.
ED 347 955 (HE)

Ethics
Ethical Practice in Adult Education. ERIC Digest No. 116.
ED 338 897 (CE)

Ethnic Stereotypes
Teaching with a Multicultural Perspective. ERIC Digest.
ED 339 548 (PS)
Using Literature by American Indians and Alaska Natives in Secondary Schools. ERIC Digest.
ED 348 201 (RC)

Ethnicity
Controlled Choice: An Alternative School Choice Plan. ERIC Digest, Number 70.
ED 344 342 (EA)

Evaluation
Trends in Educational Technology 1991. ERIC Digest.
ED 343 617 (IR)

Evaluation Criteria
Beginning Teacher Performance Evaluation: An Overview of State Policies. Trends and Issues Paper No. 7.
ED 341 689 (SP)
Selection. ERIC Processing Manual, Section III.
ED 348 058 (IR)
Steps in Designing an Indicator System. ERIC/TM Digest.
ED 338 700 (TM)
What Are Educational Indicators and Indicator Systems? ERIC/TM Digest.
ED 338 701 (TM)

Experiential Learning
Active Learning: Creating Excitement in the Classroom. 1991 ASHE-ERIC Higher Education Reports.
ED 336 049 (HE)
Changing Schools through Experiential Education. ERIC Digest.
ED 345 929 (RC)
In Our Own Words: Community Story Traditions To Prevent and Heal Substance Abuse. A Teacher's Guide with Examples from Native American and Rural Contexts.
ED 348 203 (RC)
Lasting Lessons: A Teacher's Guide to Reflecting on Experience.
ED 348 204 (RC)

Facsimile Transmission
Fax for Library Services. ERIC Digest.
ED 341 407 (IR)

Faculty Advisers
Academic Advising for Student Success: A System of Shared Responsibility. ASHE-ERIC Higher Education Report No. 3, 1991.
ED 339 272 (HE)

Faculty College Relationship
Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. 1991 ASHE-ERIC Higher Education Report 2.
ED 338 128 (HE)

Family Counseling
Family Counseling in the Schools. ERIC Digest.
ED 347 482 (CG)

Family Influence
Fostering High Achievement in African American Children: Home, School, and Public Policy Influences. Trends and Issues No. 16.
ED 348 464 (UD)

Family Involvement
Reading: Middle and Secondary. Special Collection Number 7.
ED 337 762 (CS)
Student Literacy. Special Collection Number 12.
ED 339 029 (CS)

Family Literacy
Family Literacy Programs and Practices. Practice Application Brief.
ED 347 328 (CE)

Family Programs
At-Risk Families & Schools: Becoming Partners.
ED 342 055 (EA)
Beyond Transition: Ensuring Continuity in Early Childhood Services. ERIC Digest.
ED 345 867 (PS)

BEST COPY AVAILABLE

Family Literacy Programs and Practices. Practice Application Brief.
ED 347 328 (CE)

Family Role
Understanding and Facilitating Preschool Children's Peer Acceptance. ERIC Digest.
ED 345 866 (PS)

Family School Relationship
At-Risk Families & Schools: Becoming Partners.
ED 342 055 (EA)

Fathers
Counseling Teenage Fathers: The "Maximizing a Life Experience" (MALE) Group. ERIC Digest.
ED 341 891 (CG)

Fear
Coping with Fears and Stress. ERIC Digest.
ED 341 888 (CG)

Federal Legislation
The Adult Education Act: A Guide to the Literature and Funded Projects. Information Series No. 347.
ED 341 876 (CE)
Developing Effective Programs for Special Education Students Who Are Homeless. ERIC Digest #E504.
ED 340 148 (EC)
Implications of the New Perkins Act. Trends and Issues Alerts.
ED 340 946 (CE)
The National Research and Education Network (NREN): Update 1991. ERIC Digest.
ED 340 390 (IR)
Preparing Children with Disabilities for School. ERIC Digest #E503.
ED 340 147 (EC)

Federal State Relationship
Ends or Means: An Overview of the History of the Adult Education Act. Information Series No. 346.
ED 341 875 (CE)

Females
Equal Mathematics Education for Female Students. ERIC/CUE Digest, Number 78.
ED 344 977 (UD)
Getting Serious about Sexual Harassment. ERIC Digest, Number 75.
ED 347 699 (EA)
Teaching Mathematics Effectively and Equitably to Females. Trends and Issues No. 17.
ED 348 465 (UD)

Fetal Drug Exposure
Substance Exposed Infants and Children. ERIC Digest #E505.
ED 340 149 (EC)

Field Experience Programs
Model Programs for Middle School Teacher Preparation. ERIC Digest.
ED 338 593 (SP)

Finance Reform
Strategies and Consequences. Managing the Costs in Higher Education. ASHE-ERIC Higher Education Report No. 8.
ED 347 921 (HE)
Strategies and Consequences: Managing the Costs in Higher Education. ERIC Digest.
ED 347 959 (HE)

Financial Exigency
Strategies and Consequences. Managing the Costs in Higher Education. ASHE-ERIC Higher Education Report No. 8.
ED 347 921 (HE)
Strategies and Consequences: Managing the Costs in Higher Education. ERIC Digest.
ED 347 959 (HE)

Financial Problems
Managing Smallness: Promising Fiscal Practices for Rural School District Administrators.
ED 348 205 (RC)

Foundation Skills
The Secretary of Labor's Commission on Achieving Necessary Skills. ERIC Digest.
ED 339 749 (TM)

Friendship
Having Friends, Making Friends, and Keeping Friends: Relationships as Educational Contexts. ERIC Digest.
ED 345 854 (PS)

Gifted
Differentiating Curriculum for Gifted Students. ERIC Digest #E510.
ED 342 175 (EC)
Programs and Practices in Gifted Education: Projects Funded by the Jacob K. Javits Gifted and Talented Students Education Act of 1988.
ED 347 766 (EC)
Teaching Reading and Writing to Special Students. Special Collection Number 9.
ED 347 500 (CS)

Global Approach
Internationalizing the University Career Center. ERIC Digest.
ED 341 889 (CG)

Government Role
Ends or Means: An Overview of the History of the Adult Education Act. Information Series No. 346.
ED 341 875 (CE)

Grammar
Punctuation: Less Is More? ERIC Digest.
ED 347 553 (CS)

Group Membership
Counselor Membership in ACA. ERIC Digest.
ED 347 474 (CG)

Grouping (Instructional Purposes)
Cooperative Learning: Increasing College Faculty Instructional Productivity. ASHE-ERIC Higher Education Report No. 4, 1991.
ED 343 465 (HE)
Cooperative Learning: Increasing College Faculty Instructional Productivity. ERIC Digest.
ED 347 871 (HE)

Guidance Materials
Challenges to and Censorship of School Guidance Materials. ERIC Digest.
ED 347 479 (CG)

Guidelines
Strategies for Implementing the National Career Development Guidelines. ERIC Digest No. 117.
ED 338 898 (CE)

Handicap Identification
Delivering Special Education: Statistics and Trends. Revised. ERIC Digest #E463.
ED 340 154 (EC)

Health Communication
Health Communication in the 90s. ERIC Digest.
ED 347 608 (CS)

Health Education
Health Communication in the 90s. ERIC Digest.
ED 347 608 (CS)

Health Occupations
Credentialing in the Health, Leisure, and Movement Professions. Trends and Issues Paper No. 5.
ED 339 697 (SP)

Heriot Watt University (Scotland)
Translating and Interpreting Programs: A Scottish Example. ERIC Digest.
ED 347 854 (FL)

High Risk Students
At-Risk Families & Schools: Becoming Partners.
ED 342 055 (EA)
At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services. Volume 5: Attendance Services.
ED 347 621 (EA)
Counseling Using Technology with At-Risk Youth. ERIC Digest.
ED 347 480 (CG)
Family Involvement.
ED 343 233 (EA)
Five Key Issues in Restructuring. ERIC Digest, Number 69.
ED 344 329 (EA)
Indian Nations At Risk: Listening to the People. Summaries of Papers Commissioned by the Indian Nations At Risk Task Force of the U.S. Department of Education.
ED 339 588 (RC)

Higher Education
College Outcomes and Assessment: A Select Bibliography from the ERIC Database. Editions 1-4 (Covering 461 Items Dated 1977-1991).
ED 345 598 (HE)
The Leadership Compass: Values and Ethics in Higher Education. ASHE-ERIC Higher Education Report No. 1, 1992.
ED 347 955 (HE)
Meeting the Mandate: Renewing the College and Departmental Curriculum. ASHE-ERIC Higher Education Report No. 6, 1991.
ED 345 603 (HE)
Meeting the Mandate: Renewing the College and Departmental Curriculum. ERIC Digest.
ED 347 957 (HE)
Writing Assessment at the College Level. ERIC Digest.
ED 345 281 (CS)

Hispanic Americans
Family Involvement.
ED 343 233 (EA)

History Instruction
Lessons about Art in History and History in Art.
ED 348 297 (SO)
Teaching about the Voyages of Columbus. ERIC Digest.
ED 348 317 (SO)
World War II in the Curriculum. ERIC Digest.
ED 348 319 (SO)

Holocaust
"Remember Our Faces"-Teaching about the Holocaust. ERIC Digest.
ED 345 990 (SO)

Homeless People
Developing Effective Programs for Special Education Students Who Are Homeless. ERIC Digest #E504.
ED 340 148 (EC)
Homeless and in Need of Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 167 (EC)

Human Factors Engineering
Psychological Dimensions of User-Computer Interfaces. ERIC Digest.
ED 337 203 (IR)

Hypermedia
Interactive Multimedia Computer Systems. ERIC Digest.
ED 340 388 (IR)

Hypothesis Testing
Understanding Variables & Hypotheses in Scientific Research.
ED 342 056 (EA)

Identifier Authority List
Vocabulary Development and Maintenance-Identifiers. ERIC Processing Manual, Section VIII (Part 2).
ED 348 064 (IR)

Incarcerated Youth
Juvenile Corrections and the Exceptional Student. ERIC Digest #E509.
ED 340 153 (EC)

Incentives
Graying Teachers: A Report on State Pension Systems and School District Early Retirement Incentives.
ED 347 620 (EA)

Incidence
Delivering Special Education: Statistics and Trends. Revised. ERIC Digest #E463.
ED 340 154 (EC)

Indexing
ERIC Indexing Handbook (Clearinghouse Indexing Practices). ERIC Processing Manual, Appendix C.
ED 348 069 (IR)
ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network.
ED 348 055 (IR)
Indexing. ERIC Processing Manual, Section VII.
ED 348 062 (IR)

Introduction. ERIC Processing Manual, Section I.
ED 348 056 (IR)

Indian Nations At Risk Task Force
Indian Nations At Risk: Listening to the People. Summaries of Papers Commissioned by the Indian Nations At Risk Task Force of the U.S. Department of Education.
ED 339 588 (RC)

Individual Characteristics
Using Biodata as a Selection Instrument. ERIC/TM Digest.
ED 338 702 (TM)

Individual Counseling
Academic Advising for Student Success: A System of Shared Responsibility. ERIC Digest.
ED 340 274 (HE)

Individual Development
CHDF-Partner in Professionalism. ERIC Digest.
ED 347 471 (CG)
Dimensions of Balance in an Administrator's Life.
ED 341 300 (HE)

Individualized Family Service Plans
Preparing Children with Disabilities for School. ERIC Digest #E503.
ED 340 147 (EC)

Industrial Psychology
Dimensions of Balance in an Administrator's Life.
ED 341 300 (HE)

Information Needs
Systemic Reform in Six Rural Districts: A Case Study of First Reactions to the Kentucky Education Reform Act of 1990.
ED 336 238 (RC)

Information Networks
The National Research and Education Network (NREN): Update 1991. ERIC Digest.
ED 340 390 (IR)

Information Processing
Database Changes (Post-Publication). ERIC Processing Manual, Section X.
ED 348 066 (IR)
ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network.
ED 348 055 (IR)
Glossary of Terms (with Acronym List). ERIC Processing Manual.
ED 348 070 (IR)
Handling and Shipping. ERIC Processing Manual, Section IV.
ED 348 059 (IR)
Introduction. ERIC Processing Manual, Section I.
ED 348 056 (IR)

Information Retrieval
Internet Basics. ERIC Digest.
ED 348 054 (IR)
A Parent's Guide to the ERIC Database. Where To Turn with Your Questions about Schooling. Revised Edition.
ED 340 541 (RC)

Information Science
Trends & Issues in Library & Information Science 1990. ERIC Digest.
ED 340 389 (IR)

Information Services
Myths and Realities about ERIC. ERIC Digest.
ED 345 756 (IR)

Information Systems
Myths and Realities about ERIC. ERIC Digest.
ED 345 756 (IR)

Information Technology
Trends & Issues in Library & Information Science 1990. ERIC Digest.
ED 340 389 (IR)

Inner City
Highly Mobile Students: Educational Problems and Possible Solutions. ERIC/CUE Digest, Number 73.
ED 338 745 (UD)
Retaining Good Teachers in Urban Schools. ERIC/CUE Digest, Number 77.
ED 341 762 (UD)

Input Output Devices
Psychological Dimensions of User-Computer Interfaces. ERIC Digest.
ED 337 203 (IR)

Institutional Cooperation
The Emerging Role of Tribal College Libraries in Indian Education. ERIC Digest.
ED 348 199 (RC)
In the Shadow of Baccalaureate Institutions. ERIC Digest.
ED 348 129 (JC)

Institutional Role
The Leadership Compass: Values and Ethics in Higher Education. ASHE-ERIC Higher Education Report No. 1, 1992.
ED 347 955 (HE)

Instructional Conversation
Instructional Conversations. ERIC Digest.
ED 347 850 (FL)

Instructional Development
Examining Discipline-Based Art Education as a Curriculum Construct.
ED 338 540 (SO)
Trends in Educational Technology 1991. ERIC Digest.
ED 343 617 (IR)

Instructional Effectiveness
Active Learning: Creating Excitement in the Classroom. 1991 ASHE-ERIC Higher Education Reports.
ED 336 049 (HE)
National Research Center on Student Learning. ERIC/TM Digest.
ED 338 704 (TM)

Instructional Improvement
Critical Thinking in Community Colleges. ERIC Digest.
ED 348 128 (JC)

Instructional Innovation
Active Learning: Creating Excitement in the Classroom. ERIC Digest.
ED 340 272 (HE)
Critical Thinking: Educational Imperative. New Directions for Community Colleges, Number 77, Spring 1992.
ED 342 453 (JC)
Problem Based Learning for Administrators.
ED 347 617 (EA)

Instructional Materials
The Core Ideas of "CIVITAS: A Framework for Civic Education." ERIC Digest.
ED 346 016 (SO)

Integrated Activities
Integrating Science and Mathematics in Teaching and Learning: A Bibliography.
ED 348 233 (SE)

Integrated Curriculum
Integrating Academic and Vocational Education: Strategies for Implementation. ERIC Digest No. 120.
ED 346 317 (CE)
Tech Prep. Trends and Issues Alerts.
ED 342 932 (CE)

Intellectual Disciplines
ERIC Clearinghouse Scope of Interest Guide. ERIC Processing Manual, Appendix A.
ED 348 067 (IR)

Interactive Video
Computer Applications in Education: The Best of ERIC 1990.
ED 345 715 (IR)

Intercollegiate Cooperation
Prisoners of Elitism: The Community College's Struggle for Stature. New Directions for Community Colleges, Number 78.
ED 346 944 (JC)

Interdisciplinary Approach
Critical Thinking: Educational Imperative. New Directions for Community Colleges, Number 77, Spring 1992.
ED 342 453 (JC)
Foreign Languages and International Business. ERIC Digest.
ED 347 851 (FL)
Integrating Science and Mathematics in Teaching and Learning: A Bibliography.
ED 348 233 (SE)
Programming for Aggressive and Violent Students. Exceptional Children at Risk: CEC Mini-Library.
ED 339 164 (EC)

Interests
ERIC Clearinghouse Scope of Interest Guide. ERIC Processing Manual, Appendix A.
ED 348 067 (IR)

Intergenerational Programs
Family Literacy Programs and Practices. Practice Application Brief.
ED 347 328 (CE)

Interlibrary Loans
Fax for Library Services. ERIC Digest.
ED 341 407 (IR)

International Communication
Foreign Languages and International Business. ERIC Digest.
ED 347 851 (FL)

International Educational Exchange
Internationalizing the U.S. Classroom: Japan as a Model.
ED 343 842 (SO)

Internet
Internet Basics. ERIC Digest.
ED 348 054 (IR)

Interpersonal Communication
Personal Communication. Special Collection Number 11.
ED 339 073 (CS)

Interpersonal Competence
The Role of Parents in the Development of Peer Group Competence. ERIC Digest.
ED 346 992 (PS)

Interpersonal Relationship
Cooperative Learning in Vocational Education. Trends and Issues Alerts.
ED 346 320 (CE)

Interpreters
The Translation Profession. ERIC Digest.
ED 345 540 (FL)

Interprofessional Relationship
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ASHE-ERIC Higher Education Report No. 7, 1991.
ED 346 805 (HE)
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ERIC Digest.
ED 347 958 (HE)

Intervention
Alcohol and Other Drugs: Use, Abuse, and Disabilities. Exceptional Children at Risk: CEC Mini-Library.
ED 339 172 (EC)
Alcohol and Other Drug Use by Adolescents with Disabilities. ERIC Digest #E506.
ED 340 150 (EC)
Depression and Suicide: Special Education Students at Risk. Exceptional Children at Risk: CEC Mini-Library.
ED 339 170 (EC)
Differentiating between Counseling Theory and Process. ERIC Digest.
ED 347 485 (CG)
Language Minority Students with Disabilities. Exceptional Children at Risk: CEC Mini-Library.
ED 339 171 (EC)
Programming for Aggressive and Violent Students. Exceptional Children at Risk: CEC Mini-Library.
ED 339 164 (EC)

Interviews
Personal Communication. Special Collection Number 11.
ED 339 073 (CS)

Jacob K Javits Gifted Talented Stdnt Educ Act 1988
Programs and Practices in Gifted Education: Projects Funded by the Jacob K. Javits Gifted and Talented Students Education Act of 1988.
ED 347 766 (EC)

Japanese Management Techniques
Total Quality Management. ERIC Digest, Number 73.
ED 347 670 (EA)

Japanese Studies
Internationalizing the U.S. Classroom: Japan as a Model.
ED 343 842 (SO)

Job Application
Job Search Methods. ERIC Digest No. 121.
ED 346 318 (CE)

Job Performance
Using Biodata as a Selection Instrument. ERIC/TM Digest.
ED 338 702 (TM)

Job Search Methods
Job Search Methods. ERIC Digest No. 121.
ED 346 318 (CE)

Job Skills
The Secretary of Labor's Commission on Achieving Necessary Skills. ERIC Digest.
ED 339 749 (TM)

Journalism
Mass Communication. Special Collection Number 10.
ED 339 074 (CS)

Judges
Consulting with the Judiciary: A Challenging Opportunity for the Counselor Educator. ERIC Digest.
ED 347 490 (CG)

Juvenile Gangs
Schools Attack the Roots of Violence. ERIC Digest, Number 63.
ED 335 806 (EA)

Kentucky
Systemic Reform in Six Rural Districts: A Case Study of First Reactions to the Kentucky Education Reform Act of 1990.
ED 336 238 (RC)

Keyboarding (Data Entry)
Data Entry. ERIC Processing Manual, Section IX.
ED 348 065 (IR)

Korean Culture
Teaching about the Two Koreas. ERIC Digest.
ED 339 672 (SO)

Korean War
Teaching about the Two Koreas. ERIC Digest.
ED 339 672 (SO)

Labor Force Development
The Role of the Community College in Economic and Workforce Development. ERIC Digest.
ED 339 443 (JC)
Workplace Literacy: An Update. Trends and Issues Alerts.
ED 346 321 (CE)

Labor Turnover
Urban Superintendent Turnover: The Need for Stability.
ED 346 546 (EA)

Language Arts
Alternative Assessment of Performance in the Language Arts: What Are We Doing Now? Where Are We Going? Proceedings of a National Symposium (Bloomington, Indiana, August 27, 1990).
ED 339 044 (CS)
The Connections between Language Education and Civic Education. ERIC Digest.
ED 348 318 (SO)

Language Laboratories
Task-Based Activities: Making the Language Laboratory Interactive. ERIC Digest.
ED 343 407 (FL)

Language Minorities
Language Minority Students with Disabilities. Exceptional Children at Risk: CEC Mini-Library.
ED 339 171 (EC)

Language Proficiency
ACTFL Speaking Proficiency Guidelines. ERIC Digest.
ED 347 852 (FL)

Language Teachers
Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. 1992 Update. ERIC Digest.
ED 343 410 (FL)

Language Tests
ACTFL Speaking Proficiency Guidelines. ERIC Digest.
ED 347 852 (FL)

Latchkey Children
Library Latchkey Children. ERIC Digest.
ED 343 687 (PS)

Law Related Education
Teaching about the Constitutional Rights of Students. ERIC Digest.
ED 348 320 (SO)
Teaching the Law Using United States Supreme Court Cases. ERIC Digest.
ED 339 673 (SO)

Leadership
Principals: How To Train, Recruit, Select, Induct, and Evaluate Leaders for America's Schools.
ED 337 843 (EA)
School Leadership and Student Motivation. ERIC Digest, Number 71.
ED 346 558 (EA)
Transformational Leadership. ERIC Digest, Number 72.
ED 347 636 (EA)

Leadership Styles
Transformational Leadership. ERIC Digest, Number 72.
ED 347 636 (EA)

Leadership Training
Principals: How To Train, Recruit, Select, Induct, and Evaluate Leaders for America's Schools.
ED 337 843 (EA)

Learning Activities
Task-Based Activities: Making the Language Laboratory Interactive. ERIC Digest.
ED 343 407 (FL)

Learning Assistance Centers
Learning Centers for the 1990's. ERIC Digest.
ED 338 295 (JC)

Learning Disabilities
Teaching Reading and Writing to Special Students. Special Collection Number 9.
ED 347 500 (CS)

Learning Groups
Cooperative Learning: Increasing College Faculty Instructional Productivity. ERIC Digest.
ED 347 871 (HE)

Learning Laboratories
Learning Centers for the 1990's. ERIC Digest.
ED 338 295 (JC)

Learning Processes
National Research Center on Student Learning. ERIC/TM Digest.
ED 338 704 (TM)
Thinking in Outdoor Inquiry. ERIC Digest.
ED 348 198 (RC)
Year-Round Education. ERIC Digest, Number 68.
ED 342 107 (EA)

Learning Resources Centers
Learning Centers for the 1990's. ERIC Digest.
ED 338 295 (JC)
A Practical Guide to Preservation in School and Public Libraries.
ED 340 391 (IR)
Whole Language in an Elementary School Library Media Center. ERIC Digest.
ED 346 874 (IR)

Learning Strategies
Active Learning: Creating Excitement in the Classroom. ERIC Digest.
ED 340 272 (HE)
Thinking in Outdoor Inquiry. ERIC Digest.
ED 348 198 (RC)

Learning Theories
Cognitive Theory-Based Teaching and Learning in Vocational Education. Information Series No. 349.
ED 345 109 (CE)

Reflective Practice in Adult Education. ERIC Digest No. 122.
ED 346 319 (CE)
Thinking in Outdoor Inquiry. ERIC Digest.
ED 348 198 (RC)

Lecture Method
Active Learning: Creating Excitement in the Classroom. 1991 ASHE-ERIC Higher Education Reports.
ED 336 049 (HE)

Lexicography
Vocabulary Development and Maintenance–Descriptors. ERIC Processing Manual, Section VIII (Part 1).
ED 348 063 (IR)
Vocabulary Development and Maintenance–Identifiers. ERIC Processing Manual, Section VIII (Part 2).
ED 348 064 (IR)

Liberal Arts
The Collegiate Function of Community Colleges: Fostering Higher Learning through Curriculum and Student Transfer.
ED 348 111 (JC)

Library Acquisition
Acquisitions. ERIC Processing Manual, Section II.
ED 348 057 (IR)

Library Material Selection
Selection. ERIC Processing Manual, Section III.
ED 348 058 (IR)

Library Public Services
Library Latchkey Children. ERIC Digest.
ED 343 687 (PS)

Library Role
The Emerging Role of Tribal College Libraries in Indian Education. ERIC Digest.
ED 348 199 (RC)
Libraries for the National Education Goals.
ED 345 752 (IR)
Libraries for the National Education Goals. ERIC Digest.
ED 345 753 (IR)
Library Latchkey Children. ERIC Digest.
ED 343 687 (PS)
Whole Language in an Elementary School Library Media Center. ERIC Digest.
ED 346 874 (IR)

Library Services
Fax for Library Services. ERIC Digest.
ED 341 407 (IR)
Libraries for the National Education Goals. ERIC Digest.
ED 345 753 (IR)
Library Latchkey Children. ERIC Digest.
ED 343 687 (PS)

Library Technical Processes
Cataloging. ERIC Processing Manual, Section V.
ED 348 060 (IR)
Database Changes (Post-Publication). ERIC Processing Manual, Section X.
ED 348 066 (IR)
Document Preparation (for Filming). ERIC Processing Manual, Appendix B.
ED 348 068 (IR)
ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network.
ED 348 055 (IR)
Glossary of Terms (with Acronym List). ERIC Processing Manual.
ED 348 070 (IR)
Introduction. ERIC Processing Manual, Section I.
ED 348 056 (IR)

Life Cycles
Life Cycles and Career Development: New Models. ERIC Digest No. 119.
ED 346 316 (CE)

Life Events
Life Cycles and Career Development: New Models. ERIC Digest No. 119.
ED 346 316 (CE)

Limited English Speaking
Cooperative Learning for Students from Diverse Language Backgrounds. ERIC Digest.
ED 347 853 (FL)
Language Minority Students with Disabilities. Exceptional Children at Risk: CEC Mini-Library.
ED 339 171 (EC)

Linking Agents
Interagency Collaboration: Its Role in Welfare Reform. ERIC Digest No. 126.
ED 347 405 (CE)

Linn Benton Education Service District OR
At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services. Volume 5: Attendance Services.
ED 347 621 (EA)

Literacy Education
Adult Literacy. Trends and Issues Alerts.
ED 340 944 (CE)
Family Literacy Programs and Practices. Practice Application Brief.
ED 347 328 (CE)
Using Computers with Adult ESL Literacy Learners. ERIC Digest.
ED 343 462 (FL)
Workplace Literacy: An Update. Trends and Issues Alerts.
ED 346 321 (CE)

Literature
The Connections between Language Education and Civic Education. ERIC Digest.
ED 348 318 (SO)

Literature Appreciation
Celebrate Literacy! The Joy of Reading and Writing. Teaching Resources in the ERIC Database (TRIED).
ED 347 519 (CS)
Literature. Special Collection Number 8.
ED 337 805 (CS)

Literature Reviews
A Summary of Research in Science Education 1990.
ED 348 234 (SE)

Low Income Groups
Family Involvement.
ED 343 233 (EA)

Magnet Schools
Improving Urban Education with Magnet Schools. ERIC/CUE Digest, Number 76.
ED 340 813 (UD)

Males
Empowering Young Black Males. ERIC Digest.
ED 341 887 (CG)

Man Machine Systems
Psychological Dimensions of User-Computer Interfaces. ERIC Digest.
ED 337 203 (IR)

Management Information Systems
Highly Mobile Students: Educational Problems and Possible Solutions. ERIC/CUE Digest, Number 73.
ED 338 745 (UD)
Steps in Designing an Indicator System. ERIC/TM Digest.
ED 338 700 (TM)
What Are Educational Indicators and Indicator Systems? ERIC/TM Digest.
ED 338 701 (TM)

Marketing
Marketing Yourself as a Professional Counselor. ERIC Digest.
ED 347 492 (CG)

Mass Media Effects
The Media's Role in Political Campaigns. ERIC Digest.
ED 346 527 (CS)

Mass Media Role
Health Communication in the 90s. ERIC Digest.
ED 347 608 (CS)
The Media's Role in Political Campaigns. ERIC Digest.
ED 346 527 (CS)

Mass Media Use
Mass Communication. Special Collection Number 10.
ED 339 074 (CS)

Masters Programs
Problem Based Learning for Administrators.
ED 347 617 (EA)

Mathematics Curriculum
Integrating Science and Mathematics in Teaching and Learning: A Bibliography.
ED 348 233 (SE)

Mathematics Education
Equal Mathematics Education for Female Students. ERIC/CUE Digest, Number 78.
ED 344 977 (UD)
Steps in Designing an Indicator System. ERIC/TM Digest.
ED 338 700 (TM)

Mathematics Instruction
Computer-Based Education: The Best of ERIC, 1989.
ED 341 386 (IR)
Integrating Science and Mathematics in Teaching and Learning: A Bibliography.
ED 348 233 (SE)
Reading and Writing across the High School Science and Math Curriculum. Teaching Resources in the ERIC Database (TRIED).
ED 347 518 (CS)
Teaching Mathematics Effectively and Equitably to Females. Trends and Issues No. 17.
ED 348 465 (UD)

Media Coverage
The Media's Role in Political Campaigns. ERIC Digest.
ED 346 527 (CS)

Media Specialists
Whole Language in an Elementary School Library Media Center. ERIC Digest.
ED 346 874 (IR)

Meta Analysis
The Case for Validity Generalization. ERIC/TM Digest.
ED 338 699 (TM)
Meta-Analysis in Educational Research. ERIC Digest.
ED 339 748 (TM)

Metaphorical Thought
Bridging: A Teacher's Guide to Metaphorical Thinking.
ED 341 985 (CS)

Metaphors
Bridging: A Teacher's Guide to Metaphorical Thinking.
ED 341 985 (CS)

Mexican American History
Integrating Mexican-American History and Culture into the Social Studies Classroom. ERIC Digest.
ED 348 200 (RC)

Mexican Americans
Integrating Mexican-American History and Culture into the Social Studies Classroom. ERIC Digest.
ED 348 200 (RC)

Microcomputers
Computer Applications in Education: The Best of ERIC 1990.
ED 345 715 (IR)
Technology and Equity. ERIC Digest.
ED 339 400 (IR)

Microreproduction
Document Preparation (for Filming). ERIC Processing Manual, Appendix B.
ED 348 068 (IR)

Middle Schools
Model Programs for Middle School Teacher Preparation. ERIC Digest.
ED 338 593 (SP)

Midlife Transitions
Adults in Career Transition. ERIC Digest No. 115.
ED 338 896 (CE)

Minority Group Children
Considerations in Teaching Culturally Diverse Children. ERIC Digest.
ED 341 648 (SP)
Fostering High Achievement in African American Children: Home, School, and Public Policy Influences. Trends and Issues No. 16.
ED 348 464 (UD)

Minority Groups
Culturally Responsive Pedagogy for the 1990s and Beyond. Trends and Issues Paper No. 6.
ED 339 698 (SP)

Models
Family Literacy Programs and Practices. Practice Application Brief.
ED 347 328 (CE)
Life Cycles and Career Development: New Models. ERIC Digest No. 119.
ED 346 316 (CE)
Model Programs for Middle School Teacher Preparation. ERIC Digest.
ED 338 593 (SP)

Money Management
Managing Smallness: Promising Fiscal Practices for Rural School District Administrators.
ED 348 205 (RC)
Strategies and Consequences. Managing the Costs in Higher Education. ASHE-ERIC Higher Education Report No. 8.
ED 347 921 (HE)

Montessori Method
Montessori Programs in Public Schools. ERIC Digest.
ED 348 165 (PS)

Moral Reasoning
Ethics in Health, Physical Education, Recreation, and Dance. ERIC Digest.
ED 342 775 (SP)

Moral Values
Ethics in Health, Physical Education, Recreation, and Dance. ERIC Digest.
ED 342 775 (SP)
The Leadership Compass: Values and Ethics in Higher Education. ASHE-ERIC Higher Education Report No. 1, 1992.
ED 347 955 (HE)

Motivation Techniques
School Leadership and Student Motivation. ERIC Digest, Number 71.
ED 346 558 (EA)

Multi Age Grouping
Nongraded Primary Education. ERIC Digest, Number 74.
ED 347 637 (EA)

Multicultural Education
Charting New Maps: Multicultural Education in Rural Schools. ERIC Digest.
ED 348 196 (RC)
Considerations in Teaching Culturally Diverse Children. ERIC Digest.
ED 341 648 (SP)
Culturally Responsive Pedagogy for the 1990s and Beyond. Trends and Issues Paper No. 6.
ED 339 698 (SP)
Integrating Mexican-American History and Culture into the Social Studies Classroom. ERIC Digest.
ED 348 200 (RC)
Multicultural Career Education and Development. ERIC Digest No. 123.
ED 347 402 (CE)
A Multicultural Focus on Career Education. Information Series No. 348.
ED 341 877 (CE)
Teaching with a Multicultural Perspective. ERIC Digest.
ED 339 548 (PS)
Using Literature by American Indians and Alaska Natives in Secondary Schools. ERIC Digest.
ED 348 201 (RC)

Multimedia Instruction
Interactive Multimedia Computer Systems. ERIC Digest.
ED 340 388 (IR)

National Board for Certified Counselors
The Counselor and NBCC. ERIC Digest.
ED 347 472 (CG)

National Career Development Guidelines
Career Development Outcomes. Trends and Issues Alerts.
ED 340 945 (CE)
Strategies for Implementing the National Career Development Guidelines. ERIC Digest No. 117.
ED 338 898 (CE)

National Career Developmental Guidelines
The National Career Development Guidelines. ERIC Digest.
ED 347 493 (CG)

National Education Goals 1990
Libraries for the National Education Goals.
ED 345 752 (IR)
Libraries for the National Education Goals. ERIC Digest.
ED 345 753 (IR)
Readiness: Children and Their Schools. Getting Ready for Readiness: A Case Study. The ERIC Review.
ED 343 583 (IR)

National Programs
The Case against a National Test. ERIC/TM Digest.
ED 338 703 (TM)
Libraries for the National Education Goals.
ED 345 752 (IR)
Libraries for the National Education Goals. ERIC Digest.
ED 345 753 (IR)

National Research and Education Network
The National Research and Education Network (NREN): Update 1991. ERIC Digest.
ED 340 390 (IR)

National Research Center on Student Learning
National Research Center on Student Learning. ERIC/TM Digest.
ED 338 704 (TM)

Native Americans
The Current Condition of Native Americans. ERIC Digest.
ED 348 202 (RC)
In Our Own Words: Community Story Traditions To Prevent and Heal Substance Abuse. A Teacher's Guide with Examples from Native American and Rural Contexts.
ED 348 203 (RC)

Nature Study
Rural Philosophy for Education: Wendell Berry's Tradition. ERIC Digest.
ED 345 930 (RC)

News Accuracy
Health Communication in the 90s. ERIC Digest.
ED 347 608 (CS)

Nongraded Instructional Grouping
Nongraded Primary Education. ERIC Digest, Number 74.
ED 347 637 (EA)

Nontraditional Students
Nontraditional College Students. ERIC Digest.
ED 347 483 (CG)
Part-Time Students in Higher Education. Trends and Issues Alerts.
ED 342 931 (CE)

North Korea
Teaching about the Two Koreas. ERIC Digest.
ED 339 672 (SO)

Occupational Mobility
Urban Superintendent Turnover: The Need for Stability.
ED 346 546 (EA)

Occupational Tests
Using Biodata as a Selection Instrument. ERIC/TM Digest.
ED 338 702 (TM)

Oral Language
ACTFL Speaking Proficiency Guidelines. ERIC Digest.
ED 347 852 (FL)

Organizational Climate
Getting Serious about Sexual Harassment. ERIC Digest, Number 75.
ED 347 699 (EA)

Outcomes of Education
College Outcomes and Assessment: A Select Bibliography from the ERIC Database. Editions 1-4 (Covering 461 Items Dated 1977-1991).
ED 345 598 (HE)
Five Key Issues in Restructuring. ERIC Digest, Number 69.
ED 344 329 (EA)

Outdoor Education
Lasting Lessons: A Teacher's Guide to Reflecting on Experience.
ED 348 204 (RC)
Thinking in Outdoor Inquiry. ERIC Digest.
ED 348 198 (RC)

Outreach Programs
Family Involvement.
ED 343 233 (EA)

Parent Child Relationship
The Role of Parents in the Development of Peer Group Competence. ERIC Digest.
ED 346 992 (PS)

Parent Influence
The Role of Parents in the Development of Peer Group Competence. ERIC Digest.
ED 346 992 (PS)
What Can I Become: Educational Aspirations of Students in Rural America. ERIC Digest.
ED 345 931 (RC)

Parent Materials
Parents and Schooling in the 1990s. Parent Involvement at the Middle School Level.
ED 340 387 (IR)
A Parent's Guide to the ERIC Database. Where To Turn with Your Questions about Schooling. Revised Edition.
ED 340 541 (RC)

Parent Participation
At-Risk Families & Schools: Becoming Partners.
ED 342 055 (EA)
Beyond Transition: Ensuring Continuity in Early Childhood Services. ERIC Digest.
ED 345 867 (PS)
Family Involvement.
ED 343 233 (EA)
Planning for Parent Participation in Schools for Young Children. ERIC Digest.
ED 342 463 (PS)

Parent Role
Readiness: Children and Their Schools. Getting Ready for Readiness: A Case Study. The ERIC Review.
ED 343 583 (IR)

Parent School Relationship
At-Risk Families & Schools: Becoming Partners.
ED 342 055 (EA)
Parents and Schooling in the 1990s. Parent Involvement at the Middle School Level.
ED 340 387 (IR)
Planning for Parent Participation in Schools for Young Children. ERIC Digest.
ED 342 463 (PS)

Parent Student Relationship
Parents and Schooling in the 1990s. Parent Involvement at the Middle School Level.
ED 340 387 (IR)

Parent Teacher Conferences
Planning for Parent Participation in Schools for Young Children. ERIC Digest.
ED 342 463 (PS)

Parenting Skills
The Role of Parents in the Development of Peer Group Competence. ERIC Digest.
ED 346 992 (PS)

Part Time Students
Part-Time Students in Higher Education. Trends and Issues Alerts.
ED 342 931 (CE)

Participative Decision Making
School-Based Budgeting. ERIC Digest, Number 64.
ED 336 865 (EA)
School-Based Management and Student Performance. ERIC Digest, Number 62.
ED 336 845 (EA)
Some Emerging Trends in School Restructuring. ERIC Digest, Number 67.
ED 343 196 (EA)
Total Quality Management: Application in Vocational Education. ERIC Digest No. 125.
ED 347 404 (CE)
Total Quality Management. ERIC Digest, Number 73.
ED 347 670 (EA)

Partnerships in Education
Family Involvement.
ED 343 233 (EA)
Vocational Education Involvement with Business/Industry/Labor. Trends and Issues Alerts.
ED 340 947 (CE)

Peer Acceptance
Understanding and Facilitating Preschool Children's Peer Acceptance. ERIC Digest.
ED 345 866 (PS)

Peer Consultation (Supervision)
Peer Consultation for Professional Counselors. ERIC Digest.
ED 347 476 (CG)

Peer Counseling
Peer Leaders in Drug Abuse Prevention. ERIC Digest.
ED 341 892 (CG)

Peer Relationship
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ASHE-ERIC Higher Education Report No. 7, 1991.
ED 346 805 (HE)
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ERIC Digest.
ED 347 958 (HE)
Having Friends, Making Friends, and Keeping Friends: Relationships as Educational Contexts. ERIC Digest.
ED 345 854 (PS)
Peer Consultation for Professional Counselors. ERIC Digest.
ED 347 476 (CG)

Performance Based Evaluation
The Case against a National Test. ERIC/TM Digest.
ED 338 703 (TM)

Personnel Management
ERIC Digests, 1988-1991: A Compendium of Forty Titles.
ED 341 116 (EA)

Personnel Selection
Using Biodata as a Selection Instrument. ERIC/TM Digest.
ED 338 702 (TM)

Physical Education
School Children and Fitness: Aerobics for Life. ERIC Digest.
ED 347 484 (CG)

Physical Education Teachers
School Children and Fitness: Aerobics for Life. ERIC Digest.
ED 347 484 (CG)

Plain English Movement
Clear Writing in the Professions. ERIC Digest.
ED 343 136 (CS)

Pluralism
Pluralism and Education: Its Meaning and Method. ERIC Digest.
ED 347 494 (CG)

Policy Formation
Beginning Teacher Performance Evaluation: An Overview of State Policies. Trends and Issues Paper No. 7.
ED 341 689 (SP)

Political Advertising
The Media's Role in Political Campaigns. ERIC Digest.
ED 346 527 (CS)

Political Attitudes
The Media's Role in Political Campaigns. ERIC Digest.
ED 346 527 (CS)

Political Campaigns
The Media's Role in Political Campaigns. ERIC Digest.
ED 346 527 (CS)

Politics of Education
Urban Superintendent Turnover: The Need for Stability.
ED 346 546 (EA)

Portfolios (Background Materials)
Portfolio and Test Essay: The Best of Both Writing Assessment Worlds at SUNY Brockport. ERIC Digest.
ED 347 572 (CS)

Postmodernism
Postmodern Educational Technology. ERIC Digest.
ED 348 042 (IR)
Post-Modernism, Art Educators, and Art Education. ERIC Digest.
ED 348 328 (SO)

Potential Dropouts
Identifying Potential Dropouts. ERIC Digest.
ED 339 092 (EA)

Pregnant Students
Double Jeopardy: Pregnant and Parenting Youth in Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 174 (EC)

Prenatal Influences
Born Substance Exposed, Educationally Vulnerable. Exceptional Children at Risk: CEC Mini-Library.
ED 339 169 (EC)
Substance Exposed Infants and Children. ERIC Digest #E505.
ED 340 149 (EC)

Preschool Children
Understanding and Facilitating Preschool Children's Peer Acceptance. ERIC Digest.
ED 345 866 (PS)

Preschool Education
Planning for Parent Participation in Schools for Young Children. ERIC Digest.
ED 342 463 (PS)

Preservation
A Practical Guide to Preservation in School and Public Libraries.
ED 340 391 (IR)

Preservice Teacher Education
Considerations in Teaching Culturally Diverse Children. ERIC Digest.
ED 341 648 (SP)
Model Programs for Middle School Teacher Preparation. ERIC Digest.
ED 338 593 (SP)

Prestige
Prisoners of Elitism: The Community College's Struggle for Stature. New Directions for Community Colleges, Number 78.
ED 346 944 (JC)

Prevention
Abuse and Neglect of Exceptional Children. Exceptional Children at Risk: CEC Mini-Library.
ED 339 165 (EC)
Are School-Based Drug Prevention Programs Working? ERIC Digest.
ED 341 886 (CG)
College Alcohol and Drug Abuse Prevention Programs: An Update. ERIC Digest.
ED 347 960 (HE)
Coping with Fears and Stress. ERIC Digest.
ED 341 888 (CG)
Depression and Suicide: Special Education Students at Risk. Exceptional Children at Risk: CEC Mini-Library.
ED 339 170 (EC)
HIV Prevention Education for Exceptional Youth: Why HIV Prevention Education Is Important. ERIC Digest #E507.
ED 340 151 (EC)
Peer Leaders in Drug Abuse Prevention. ERIC Digest.
ED 341 892 (CG)
Programming for Aggressive and Violent Students. Exceptional Children at Risk: CEC Mini-Library.
ED 339 164 (EC)
Suicide and the Exceptional Child. ERIC Digest #E508.
ED 340 152 (EC)

Primary Education
Nongraded Primary Education. ERIC Digest, Number 74.
ED 347 637 (EA)

Principals
Five Key Issues in Restructuring. ERIC Digest, Number 69.
ED 344 329 (EA)
Principals: How To Train, Recruit, Select, Induct, and Evaluate Leaders for America's Schools.
ED 337 843 (EA)
Problem Based Learning for Administrators.
ED 347 617 (EA)
Transformational Leadership. ERIC Digest, Number 72.
ED 347 636 (EA)

Problem Based Learning
Problem Based Learning for Administrators.
ED 347 617 (EA)

Problem Solving
Conflict Resolution Programs in Schools. ERIC/CUE Digest Number 74.
ED 338 791 (UD)
Problem Based Learning for Administrators.
ED 347 617 (EA)

Productivity
Cooperative Learning: Increasing College Faculty Instructional Productivity. ASHE-ERIC Higher Education Report No. 4, 1991.
ED 343 465 (HE)

Professional Development Schools
Professionalizing Teaching: Is There a Role for Professional Development Schools? ERIC Digest.
ED 347 153 (SP)

Professional Education
Trends in Educational Technology 1991. ERIC Digest.
ED 343 617 (IR)

Professional Training
Translating and Interpreting Programs: A Scottish Example. ERIC Digest.
ED 347 854 (FL)

Professional Writing
Clear Writing in the Professions. ERIC Digest.
ED 343 136 (CS)

Professionalization of Teaching
Professionalizing Teaching: Is There a Role for Professional Development Schools? ERIC Digest.
ED 347 153 (SP)

Program Administration
Managing Youth Programs: A Critical Gap in the Research. ERIC/CUE Digest, Number 79.
ED 344 978 (UD)

Program Content
Model Programs for Middle School Teacher Preparation. ERIC Digest.
ED 338 593 (SP)

Program Descriptions
Programs and Practices in Gifted Education: Projects Funded by the Jacob K. Javits Gifted and Talented Students Education Act of 1988.
ED 347 766 (EC)
Translating and Interpreting Programs: A Scottish Example. ERIC Digest.
ED 347 854 (FL)

Program Design
Teaching ASL as a Second Language. ERIC Digest.
ED 343 408 (FL)

Program Development
Alcohol and Other Drugs: Use, Abuse, and Disabilities. Exceptional Children at Risk: CEC Mini-Library.
ED 339 172 (EC)
College Alcohol and Drug Abuse Prevention Programs: An Update. ERIC Digest.
ED 347 960 (HE)
Developing Effective Programs for Special Education Students Who Are Homeless. ERIC Digest #E504.
ED 340 148 (EC)
Double Jeopardy: Pregnant and Parenting Youth in Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 174 (EC)
Ethical Practice in Adult Education. ERIC Digest No. 116.
ED 338 897 (CE)
High School-College Partnerships: Conceptual Models, Programs, and Issues. ASHE-ERIC Higher Education Report No. 5, 1991.
ED 343 546 (HE)
High School-College Partnerships: Conceptual Models, Programs, and Issues. ERIC Digest.
ED 347 956 (HE)
Rural, Exceptional, At Risk. Exceptional Children at Risk: CEC Mini-Library.
ED 339 173 (EC)
Workplace Literacy: An Update. Trends and Issues Alerts.
ED 346 321 (CE)

Program Effectiveness
Are School-Based Drug Prevention Programs Working? ERIC Digest.
ED 341 886 (CG)

Program Evaluation
The Application of Case Study Evaluations. ERIC/TM Digest.
ED 338 706 (TM)

Program Implementation
Conflict Resolution Programs in Schools. ERIC/CUE Digest Number 74.
ED 338 791 (UD)
Credentialing in the Health, Leisure, and Movement Professions. Trends and Issues Paper No. 5.
ED 339 697 (SP)
Strategies for Implementing the National Career Development Guidelines. ERIC Digest No. 117.
ED 338 898 (CE)

Program Improvement
Supervision of Student Teachers. ERIC Digest.
ED 344 873 (SP)

Project Head Start
Readiness: Children and Their Schools. Getting Ready for Readiness: A Case Study. The ERIC Review.
ED 343 583 (IR)

Psychological Patterns
Having Friends, Making Friends, and Keeping Friends: Relationships as Educational Contexts. ERIC Digest.
ED 345 854 (PS)

Public Libraries
Library Latchkey Children. ERIC Digest.
ED 343 687 (PS)
A Practical Guide to Preservation in School and Public Libraries.
ED 340 391 (IR)

Public Policy
Fostering High Achievement in African American Children: Home, School, and Public Policy Influences. Trends and Issues No. 16.
ED 348 464 (UD)

Public Schools
Building Relationships between Schools and Social Services. ERIC Digest Series No. 66.
ED 339 111 (EA)
Montessori Programs in Public Schools. ERIC Digest.
ED 348 165 (PS)

Publications
ERIC Clearinghouse Publications, 1991. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1991.
ED 348 053 (IR)

Punctuation
Punctuation: Less Is More? ERIC Digest.
ED 347 553 (CS)

Qualitative Research
Qualitative Research in Student Affairs. ERIC Digest.
ED 347 487 (CG)

Quality Control
Selection. ERIC Processing Manual, Section III.
ED 348 058 (IR)
Total Quality Management: Application in Vocational Education. ERIC Digest No. 125.
ED 347 404 (CE)

Quality of Working Life
Dimensions of Balance in an Administrator's Life.
ED 341 300 (HE)

Question Answering
So You Want To Be a Teacher. ERIC Digest.
ED 344 872 (SP)

Questioning Techniques
Lasting Lessons: A Teacher's Guide to Reflecting on Experience.
ED 348 204 (RC)

Racial Balance
Controlled Choice: An Alternative School Choice Plan. ERIC Digest, Number 70.
ED 344 342 (EA)

Reading Achievement
Prescription for Literacy: Providing Critical Educational Experiences. ERIC Digest.
ED 340 001 (CS)

Reading Attitudes
Celebrate Literacy! The Joy of Reading and Writing. Teaching Resources in the ERIC Database (TRIED).
ED 347 519 (CS)

Reading Difficulties
Helping Children Overcome Reading Difficulties. ERIC Digest.
ED 344 190 (CS)

Reading Games
Celebrate Literacy! The Joy of Reading and Writing. Teaching Resources in the ERIC Database (TRIED).
ED 347 519 (CS)

Reading Instruction
Celebrate Literacy! The Joy of Reading and Writing. Teaching Resources in the ERIC Database (TRIED).
ED 347 519 (CS)
Literature. Special Collection Number 8.
ED 337 805 (CS)
Student Literacy. Special Collection Number 12.
ED 339 029 (CS)
Teacher Effectiveness and Reading Instruction.
ED 337 761 (CS)
Teaching Reading and Writing to Special Students. Special Collection Number 9.
ED 347 500 (CS)

Reading Material Selection
Helping Children Overcome Reading Difficulties. ERIC Digest.
ED 344 190 (CS)
Literature. Special Collection Number 8.
ED 337 805 (CS)

Reading Motivation
Celebrate Literacy! The Joy of Reading and Writing. Teaching Resources in the ERIC Database (TRIED).
ED 347 519 (CS)

Reading Research
Teacher Effectiveness and Reading Instruction.
ED 337 761 (CS)

Reading Strategies
Celebrate Literacy! The Joy of Reading and Writing. Teaching Resources in the ERIC Database (TRIED).
ED 347 519 (CS)
Helping Children Overcome Reading Difficulties. ERIC Digest.
ED 344 190 (CS)

Reading Teachers
Teacher Effectiveness and Reading Instruction.
ED 337 761 (CS)

Recordkeeping
Highly Mobile Students: Educational Problems and Possible Solutions. ERIC/CUE Digest, Number 73.
ED 338 745 (UD)

Recruitment
Principals: How To Train, Recruit, Select, Induct, and Evaluate Leaders for America's Schools.
ED 337 843 (EA)

Referral
Child Care Resource and Referral Agencies. ERIC Digest.
ED 338 444 (PS)

Reflection Process
Lasting Lessons: A Teacher's Guide to Reflecting on Experience.
ED 348 204 (RC)

Reflective Inquiry
Critical Thinking: Helping Students Learn Reflectively.
ED 341 954 (CS)

Reflective Teaching
Reflective Practice in Adult Education. ERIC Digest No. 122.
ED 346 319 (CE)

Remedial Reading
Helping Children Overcome Reading Difficulties. ERIC Digest.
ED 344 190 (CS)

Reputation
Understanding and Facilitating Preschool Children's Peer Acceptance. ERIC Digest.
ED 345 866 (PS)

Research and Development Centers
The Center for Research on Evaluation, Standards, and Student Testing (CRESST). ERIC/TM Digest.
ED 338 705 (TM)
National Research Center on Student Learning. ERIC/TM Digest.
ED 338 704 (TM)

Research Methodology
Action-Oriented Research: Promoting School Counselor Advocacy and Accountability. ERIC Digest.
ED 347 477 (CG)
The Application of Case Study Evaluations. ERIC/TM Digest.
ED 338 706 (TM)
Meta-Analysis in Educational Research. ERIC Digest.
ED 339 748 (TM)
Qualitative Research in Student Affairs. ERIC Digest.
ED 347 487 (CG)
Understanding Variables & Hypotheses in Scientific Research.
ED 342 056 (EA)

Research Needs
Action-Oriented Research: Promoting School Counselor Advocacy and Accountability. ERIC Digest.
ED 347 477 (CG)
Qualitative Research in Student Affairs. ERIC Digest.
ED 347 487 (CG)

Research Reports
A Summary of Research in Science Education 1990.
ED 348 234 (SE)

Resource Allocation
Strategies and Consequences. Managing the Costs in Higher Education. ASHE-ERIC Higher Education Report No. 8.
ED 347 921 (HE)
Strategies and Consequences: Managing the Costs in Higher Education. ERIC Digest.
ED 347 959 (HE)

Resource Materials
ERIC Clearinghouse Publications, 1991. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1991.
ED 348 053 (IR)

Responsibility
Academic Advising for Student Success: A System of Shared Responsibility. ASHE-ERIC Higher Education Report No. 3, 1991.
ED 339 272 (HE)

Resumes (Personal)
Job Search Methods. ERIC Digest No. 121.
ED 346 318 (CE)

Retirement Benefits
Graying Teachers: A Report on State Pension Systems and School District Early Retirement Incentives.
ED 347 620 (EA)

Retrenchment
Strategies and Consequences: Managing the Costs in Higher Education. ERIC Digest.
ED 347 959 (HE)

Role of Education
Charting New Maps: Multicultural Education in Rural Schools. ERIC Digest.
ED 348 196 (RC)

Rule Learning
Punctuation: Less Is More? ERIC Digest.
ED 347 553 (CS)

Rural Education
The Distance Education Handbook. An Administrator's Guide for Rural and Remote Schools.
ED 340 547 (RC)
In Our Own Words: Community Story Traditions To Prevent and Heal Substance Abuse. A Teacher's Guide with Examples from Native American and Rural Contexts.
ED 348 203 (RC)
Rural, Exceptional, At Risk. Exceptional Children at Risk: CEC Mini-Library.
ED 339 173 (EC)
Rural Philosophy for Education: Wendell Berry's Tradition. ERIC Digest.
ED 345 930 (RC)

Rural Schools
Charting New Maps: Multicultural Education in Rural Schools. ERIC Digest.
ED 348 196 (RC)
Managing Smallness: Promising Fiscal Practices for Rural School District Administrators.
ED 348 205 (RC)

Rural Sociology
Rural Philosophy for Education: Wendell Berry's Tradition. ERIC Digest.
ED 345 930 (RC)

Rural Urban Differences
Rural Philosophy for Education: Wendell Berry's Tradition. ERIC Digest.
ED 345 930 (RC)

Rural Youth
What Can I Become: Educational Aspirations of Students in Rural America. ERIC Digest.
ED 345 931 (RC)

Scholarship
The Role of Scholarship in the Community College. ERIC Digest.
ED 338 294 (JC)

School Activities
Are School-Based Drug Prevention Programs Working? ERIC Digest.
ED 341 886 (CG)

School Administration
Managing Smallness: Promising Fiscal Practices for Rural School District Administrators.
ED 348 205 (RC)
Total Quality Management. ERIC Digest, Number 73.
ED 347 670 (EA)

School Based Budgeting
School-Based Budgeting. ERIC Digest, Number 64.
ED 336 865 (EA)

School Based Management
School-Based Budgeting. ERIC Digest, Number 64.
ED 336 865 (EA)
School-Based Management and Student Performance. ERIC Digest, Number 62.
ED 336 845 (EA)

School Business Relationship
The Role of the Community College in Economic and Workforce Development. ERIC Digest.
ED 339 443 (JC)
Vocational Education Involvement with Business/Industry/Labor. Trends and Issues Alerts.
ED 340 947 (CE)

School Choice
Controlled Choice: An Alternative School Choice Plan. ERIC Digest, Number 70.
ED 344 342 (EA)

School Counseling
Action-Oriented Research: Promoting School Counselor Advocacy and Accountability. ERIC Digest.
ED 347 477 (CG)
Coping with Fears and Stress. ERIC Digest.
ED 341 888 (CG)
Counseling Teenage Fathers: The "Maximizing a Life Experience" (MALE) Group. ERIC Digest.
ED 341 891 (CG)
Counseling Using Technology with At-Risk Youth. ERIC Digest.
ED 347 480 (CG)
Family Counseling in the Schools. ERIC Digest.
ED 347 482 (CG)
School Children and Fitness: Aerobics for Life. ERIC Digest.
ED 347 484 (CG)
Valuing Diversity in the Schools: The Counselor's Role. ERIC Digest.
ED 347 475 (CG)

School Counselors
Action-Oriented Research: Promoting School Counselor Advocacy and Accountability. ERIC Digest.
ED 347 477 (CG)
Challenges to and Censorship of School Guidance Materials. ERIC Digest.
ED 347 479 (CG)
Counseling Using Technology with At-Risk Youth. ERIC Digest.
ED 347 480 (CG)
Educational Reform and the School Counselor. ERIC Digest.
ED 347 491 (CG)
Family Counseling in the Schools. ERIC Digest.
ED 347 482 (CG)
School Children and Fitness: Aerobics for Life. ERIC Digest.
ED 347 484 (CG)

School Effectiveness
Improving Urban Education with Magnet Schools. ERIC/CUE Digest, Number 76.
ED 340 813 (UD)

School Guidance
Career Development Outcomes. Trends and Issues Alerts.
ED 340 945 (CE)
Challenges to and Censorship of School Guidance Materials. ERIC Digest.
ED 347 479 (CG)

School Holding Power
American Indians and Alaska Natives in Higher Education: Research on Participation and Graduation. ERIC Digest.
ED 348 197 (RC)

School Organization
Changing Schools through Experiential Education. ERIC Digest.
ED 345 929 (RC)

School Personnel
ERIC Digests, 1988-1991: A Compendium of Forty Titles.
ED 341 116 (EA)

School Readiness
Preparing Children with Disabilities for School. ERIC Digest #E503.
ED 340 147 (EC)
Readiness: Children and Their Schools. Getting Ready for Readiness: A Case Study. The ERIC Review.
ED 343 583 (IR)

School Restructuring
Five Key Issues in Restructuring. ERIC Digest, Number 69.
ED 344 329 (EA)
School-Based Management and Student Performance. ERIC Digest, Number 62.
ED 336 845 (EA)
Some Emerging Trends in School Restructuring. ERIC Digest, Number 67.
ED 343 196 (EA)
Total Quality Management. ERIC Digest, Number 73.
ED 347 670 (EA)
Urban School Restructuring and Teacher Burnout. ERIC/CUE Digest, Number 75.
ED 340 812 (UD)

School Role
Pluralism and Education: Its Meaning and Method. ERIC Digest.
ED 347 494 (CG)
Professionalizing Teaching: Is There a Role for Professional Development Schools? ERIC Digest.
ED 347 153 (SP)
Schools Attack the Roots of Violence. ERIC Digest, Number 63.
ED 335 806 (EA)

School Schedules
Year-Round Education. ERIC Digest, Number 68.
ED 342 107 (EA)

Science Curriculum
Integrating Science and Mathematics in Teaching and Learning: A Bibliography.
ED 348 233 (SE)

Science Education
Computer-Based Education: The Best of ERIC, 1989.
ED 341 386 (IR)
Steps in Designing an Indicator System. ERIC/TM Digest.
ED 338 700 (TM)
A Summary of Research in Science Education 1990.
ED 348 234 (SE)

Science Education Research
National Association for Research in Science Teaching Annual Conference, Abstracts of Presented Papers (62nd, San Francisco, California, March 30-April 1, 1989).
ED 348 208 (SE)

Science Instruction
Integrating Science and Mathematics in Teaching and Learning: A Bibliography.
ED 348 233 (SE)
Reading and Writing across the High School Science and Math Curriculum. Teaching Resources in the ERIC Database (TRIED).
ED 347 518 (CS)

Science Teachers
A Summary of Research in Science Education 1990.
ED 348 234 (SE)

Scientific Literacy
Environmental Literacy: Its Roots, Evolution and Directions in the 1990s.
ED 348 235 (SE)

Scientific Research
Understanding Variables & Hypotheses in Scientific Research.
ED 342 056 (EA)

Second Language Instruction
Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. 1992 Update. ERIC Digest.
ED 343 410 (FL)
Task-Based Activities: Making the Language Laboratory Interactive. ERIC Digest.
ED 343 407 (FL)
Teaching ASL as a Second Language. ERIC Digest.
ED 343 408 (FL)

Second Language Learning
African-American Students and Foreign Language Learning. ERIC Digest.
ED 345 583 (FL)
Foreign Languages and International Business. ERIC Digest.
ED 347 851 (FL)
Instructional Conversations. ERIC Digest.
ED 347 850 (FL)
Task-Based Activities: Making the Language Laboratory Interactive. ERIC Digest.
ED 343 407 (FL)

Secondary School Students
Counseling Teenage Fathers: The "Maximizing a Life Experience" (MALE) Group. ERIC Digest.
ED 341 891 (CG)

Secondary School Teachers
Retaining Good Teachers in Urban Schools. ERIC/CUE Digest, Number 77.
ED 341 762 (UD)
Urban School Restructuring and Teacher Burnout. ERIC/CUE Digest, Number 75.
ED 340 812 (UD)

Self Concept
Strategies for Implementing the National Career Development Guidelines. ERIC Digest No. 117.
ED 338 898 (CE)

Self Esteem
Helping Children Overcome Reading Difficulties. ERIC Digest.
ED 344 190 (CS)

Sex Bias
Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. 1991 ASHE-ERIC Higher Education Report 2.
ED 338 128 (HE)
Teaching Mathematics Effectively and Equitably to Females. Trends and Issues No. 17.
ED 348 465 (UD)

Sex Discrimination
Equal Mathematics Education for Female Students. ERIC/CUE Digest, Number 78.
ED 344 977 (UD)
Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. ERIC Digest.
ED 340 273 (HE)

Sex Education
Double Jeopardy: Pregnant and Parenting Youth in Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 174 (EC)

Sexual Harassment
Getting Serious about Sexual Harassment. ERIC Digest, Number 75.
ED 347 699 (EA)

Shared Library Resources
Fax for Library Services. ERIC Digest.
ED 341 407 (IR)

Shared Resources and Services
Building Relationships between Schools and Social Services. ERIC Digest Series No. 66.
ED 339 111 (EA)

Skill Analysis
The Secretary of Labor's Commission on Achieving Necessary Skills. ERIC Digest.
ED 339 749 (TM)

Small Businesses
The Vocational Education/Entrepreneurship Match. ERIC Digest No. 118.
ED 338 899 (CE)

Small Group Instruction
Cooperative Learning in Vocational Education. Trends and Issues Alerts.
ED 346 320 (CE)

Small School Districts
Managing Smallness: Promising Fiscal Practices for Rural School District Administrators.
ED 348 205 (RC)

Social Agencies
Building Relationships between Schools and Social Services. ERIC Digest Series No. 66.
ED 339 111 (EA)

Social Behavior
Understanding and Facilitating Preschool Children's Peer Acceptance. ERIC Digest.
ED 345 866 (PS)

Social Development
Having Friends, Making Friends, and Keeping Friends: Relationships as Educational Contexts. ERIC Digest.
ED 345 854 (PS)
The Role of Parents in the Development of Peer Group Competence. ERIC Digest.
ED 346 992 (PS)

Social Studies
Integrating Mexican-American History and Culture into the Social Studies Classroom. ERIC Digest.
ED 348 200 (RC)
Internationalizing the U.S. Classroom: Japan as a Model.
ED 343 842 (SO)
"Remember Our Faces"–Teaching about the Holocaust. ERIC Digest.
ED 345 990 (SO)

Social Support Groups
Developing Support Groups for Students: Helping Students Cope with Crises.
ED 340 986 (CG)

South Korea
Teaching about the Two Koreas. ERIC Digest.
ED 339 672 (SO)

Special Education
Alcohol and Other Drug Use by Adolescents with Disabilities. ERIC Digest #E506.
ED 340 150 (EC)
Delivering Special Education: Statistics and Trends. Revised. ERIC Digest #E463.
ED 340 154 (EC)
Developing Effective Programs for Special Education Students Who Are Homeless. ERIC Digest #E504.
ED 340 148 (EC)
Juvenile Corrections and the Exceptional Student. ERIC Digest #E509.
ED 340 153 (EC)
Rural, Exceptional, At Risk. Exceptional Children at Risk: CEC Mini-Library.
ED 339 173 (EC)

Special Health Problems
Special Health Care in the School. Exceptional Children at Risk: CEC Mini-Library.
ED 339 166 (EC)

Staff Development
The Adult Education Act: A Guide to the Literature and Funded Projects. Information Series No. 347.
ED 341 876 (CE)

Standardized Tests
Alternative Assessment of Performance in the Language Arts: What Are We Doing Now? Where Are We Going? Proceedings of a National Symposium (Bloomington, Indiana, August 27, 1990).
ED 339 044 (CS)
The Case against a National Test. ERIC/TM Digest.
ED 338 703 (TM)
On Standardized Testing. ERIC Digest.
ED 338 445 (PS)

State Federal Aid
Ends or Means: An Overview of the History of the Adult Education Act. Information Series No. 346.
ED 341 875 (CE)

State Pension Plans
Graying Teachers: A Report on State Pension Systems and School District Early Retirement Incentives.
ED 347 620 (EA)

State Role
Beginning Teacher Performance Evaluation: An Overview of State Policies. Trends and Issues Paper No. 7.
ED 341 689 (SP)

State School District Relationship
ERIC Digests, 1988-1991: A Compendium of Forty Titles.
ED 341 116 (EA)
Managing Smallness: Promising Fiscal Practices for Rural School District Administrators.
ED 348 205 (RC)

State Standards
Career Development Outcomes. Trends and Issues Alerts.
ED 340 945 (CE)

State University of New York Coll at Brockport
Portfolio and Test Essay: The Best of Both Writing Assessment Worlds at SUNY Brockport. ERIC Digest.
ED 347 572 (CS)

Statistical Data
What Are Educational Indicators and Indicator Systems? ERIC/TM Digest.
ED 338 701 (TM)

Status
In the Shadow of Baccalaureate Institutions. ERIC Digest.
ED 348 129 (JC)

Stewart B McKinney Homeless Assistance Act 1987
Developing Effective Programs for Special Education Students Who Are Homeless. ERIC Digest #E504.
ED 340 148 (EC)

Stress Variables
Urban School Restructuring and Teacher Burnout. ERIC/CUE Digest, Number 75.
ED 340 812 (UD)

Student Attitudes
African-American Students and Foreign Language Learning. ERIC Digest.
ED 345 583 (FL)

Student Certification
Credentialing in the Health, Leisure, and Movement Professions. Trends and Issues Paper No. 5.
ED 339 697 (SP)

Student Characteristics
Hidden Youth: Dropouts from Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 168 (EC)
Prescription for Literacy: Providing Critical Educational Experiences. ERIC Digest.
ED 340 001 (CS)

Student Development
Prescription for Literacy: Providing Critical Educational Experiences. ERIC Digest.
ED 340 001 (CS)

Student Educational Objectives
The Core Ideas of "CIVITAS: A Framework for Civic Education." ERIC Digest.
ED 346 016 (SO)

Student Evaluation
The Center for Research on Evaluation, Standards, and Student Testing (CRESST). ERIC/TM Digest.
ED 338 705 (TM)
On Standardized Testing. ERIC Digest.
ED 338 445 (PS)
Suicide and the Exceptional Child. ERIC Digest #E508.
ED 340 152 (EC)
Writing Assessment at the College Level. ERIC Digest.
ED 345 281 (CS)

Student Mobility
Highly Mobile Students: Educational Problems and Possible Solutions. ERIC/CUE Digest, Number 73.
ED 338 745 (UD)

Student Motivation
School Leadership and Student Motivation. ERIC Digest, Number 71.
ED 346 558 (EA)

Student Needs
Born Substance Exposed, Educationally Vulnerable. Exceptional Children at Risk: CEC Mini-Library.
ED 339 169 (EC)
Homeless and in Need of Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 167 (EC)
Prescription for Literacy: Providing Critical Educational Experiences. ERIC Digest.
ED 340 001 (CS)

Special Health Care in the School. Exceptional Children at Risk: CEC Mini-Library.
ED 339 166 (EC)

Student Participation
Cooperative Learning: Increasing College Faculty Instructional Productivity. ERIC Digest.
ED 347 871 (HE)

Student Personnel Services
Nontraditional College Students. ERIC Digest.
ED 347 483 (CG)
The Professionalization of Student Affairs Staff. ERIC Digest.
ED 347 495 (CG)
Qualitative Research in Student Affairs. ERIC Digest.
ED 347 487 (CG)

Student Personnel Workers
The Professionalization of Student Affairs Staff. ERIC Digest.
ED 347 495 (CG)
Qualitative Research in Student Affairs. ERIC Digest.
ED 347 487 (CG)

Student Placement
Writing Assessment at the College Level. ERIC Digest.
ED 345 281 (CS)

Student Rights
Teaching about the Constitutional Rights of Students. ERIC Digest.
ED 348 320 (SO)

Student Role
Changing Schools through Experiential Education. ERIC Digest.
ED 345 929 (RC)

Student Teacher Supervisors
Supervision of Student Teachers. ERIC Digest.
ED 344 873 (SP)

Student Teachers
Supervision of Student Teachers. ERIC Digest.
ED 344 873 (SP)

Student Teaching
Supervision of Student Teachers. ERIC Digest.
ED 344 873 (SP)

Subject Index Terms
ERIC Clearinghouse Scope of Interest Guide. ERIC Processing Manual, Appendix A.
ED 348 067 (IR)
ERIC Indexing Handbook (Clearinghouse Indexing Practices). ERIC Processing Manual, Appendix C.
ED 348 069 (IR)
Indexing. ERIC Processing Manual, Section VII.
ED 348 062 (IR)
Vocabulary Development and Maintenance-Descriptors. ERIC Processing Manual, Section VIII (Part 1).
ED 348 063 (IR)
Vocabulary Development and Maintenance-Identifiers. ERIC Processing Manual, Section VIII (Part 2).
ED 348 064 (IR)

Substance Abuse
College Alcohol and Drug Abuse Prevention Programs: An Update. ERIC Digest.
ED 347 960 (HE)
In Our Own Words: Community Story Traditions To Prevent and Heal Substance Abuse. A Teacher's Guide with Examples from Native American and Rural Contexts.
ED 348 203 (RC)
Substance Exposed Infants and Children. ERIC Digest #E505.
ED 340 149 (EC)

Suicide
Depression and Suicide: Special Education Students at Risk. Exceptional Children at Risk: CEC Mini-Library.
ED 339 170 (EC)
Suicide and the Exceptional Child. ERIC Digest #E508.
ED 340 152 (EC)

Suicide Prevention
Suicide and the Exceptional Child. ERIC Digest #E508.
ED 340 152 (EC)

Superintendents
Urban Superintendent Turnover: The Need for Stability.
ED 346 546 (EA)

Supervisory Methods
Supervision of Student Teachers. ERIC Digest.
ED 344 873 (SP)

Supreme Court
Teaching the Law Using United States Supreme Court Cases. ERIC Digest.
ED 339 673 (SO)

Systems Development
Steps in Designing an Indicator System. ERIC/TM Digest.
ED 338 700 (TM)

Talent
Differentiating Curriculum for Gifted Students. ERIC Digest #E510.
ED 342 175 (EC)
Programs and Practices in Gifted Education: Projects Funded by the Jacob K. Javits Gifted and Talented Students Education Act of 1988.
ED 347 766 (EC)

Teacher Administrator Relationship
Transformational Leadership. ERIC Digest, Number 72.
ED 347 636 (EA)

Teacher Attitudes
On Standardized Testing. ERIC Digest.
ED 338 445 (PS)
Systemic Reform in Six Rural Districts: A Case Study of First Reactions to the Kentucky Education Reform Act of 1990.
ED 336 238 (RC)

Teacher Burnout
Urban School Restructuring and Teacher Burnout. ERIC/CUE Digest, Number 75.
ED 340 812 (UD)

Teacher Certification
So You Want To Be a Teacher. ERIC Digest.
ED 344 872 (SP)

Teacher Education
The Adult Education Act: A Guide to the Literature and Funded Projects. Information Series No. 347.
ED 341 876 (CE)
National Association for Research in Science Teaching Annual Conference, Abstracts of Presented Papers (62nd, San Francisco, California, March 30-April 1, 1989).
ED 348 208 (SE)
So You Want To Be a Teacher. ERIC Digest.
ED 344 872 (SP)

Teacher Education Curriculum
Considerations in Teaching Culturally Diverse Children. ERIC Digest.
ED 341 648 (SP)

Teacher Education Programs
Model Programs for Middle School Teacher Preparation. ERIC Digest.
ED 338 593 (SP)
So You Want To Be a Teacher. ERIC Digest.
ED 344 872 (SP)

Teacher Effectiveness
Teacher Effectiveness and Reading Instruction.
ED 337 761 (CS)

Teacher Evaluation
Beginning Teacher Performance Evaluation: An Overview of State Policies. Trends and Issues Paper No. 7.
ED 341 689 (SP)

Teacher Pension Plans
Graying Teachers: A Report on State Pension Systems and School District Early Retirement Incentives.
ED 347 620 (EA)

Teacher Persistence
Retaining Good Teachers in Urban Schools. ERIC/CUE Digest, Number 77.
ED 341 762 (UD)

Teacher Retirement
Graying Teachers: A Report on State Pension Systems and School District Early Retirement Incentives.
ED 347 620 (EA)

Teacher Role
Assessing Civics Education. ERIC/TM Digest.
ED 338 698 (TM)
Changing Schools through Experiential Education. ERIC Digest.
ED 345 929 (RC)
Planning for Parent Participation in Schools for Young Children. ERIC Digest.
ED 342 463 (PS)
Readiness: Children and Their Schools. Getting Ready for Readiness: A Case Study. The ERIC Review.
ED 343 583 (IR)
The Role of Scholarship in the Community College. ERIC Digest.
ED 338 294 (JC)
School Children and Fitness: Aerobics for Life. ERIC Digest.
ED 347 484 (CG)
Understanding and Facilitating Preschool Children's Peer Acceptance. ERIC Digest.
ED 345 866 (PS)

Teacher Shortage
Montessori Programs in Public Schools. ERIC Digest.
ED 348 165 (PS)
Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. ERIC Digest.
ED 340 273 (HE)

Teacher Student Relationship
Academic Advising for Student Success: A System of Shared Responsibility. ASHE-ERIC Higher Education Report No. 3, 1991.
ED 339 272 (HE)
Academic Advising for Student Success: A System of Shared Responsibility. ERIC Digest.
ED 340 274 (HE)
Instructional Conversations. ERIC Digest.
ED 347 850 (FL)

Teacher Supervision
Beginning Teacher Performance Evaluation: An Overview of State Policies. Trends and Issues Paper No. 7.
ED 341 689 (SP)

Teacher Supply and Demand
Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. ERIC Digest.
ED 340 273 (HE)

Teaching (Occupation)
Professionalizing Teaching: Is There a Role for Professional Development Schools? ERIC Digest.
ED 347 153 (SP)
So You Want To Be a Teacher. ERIC Digest.
ED 344 872 (SP)

Teaching Conditions
Retaining Good Teachers in Urban Schools. ERIC/CUE Digest, Number 77.
ED 341 762 (UD)

Teaching Methods
Active Learning: Creating Excitement in the Classroom. ERIC Digest.
ED 340 272 (HE)
Active Learning: Creating Excitement in the Classroom. 1991 ASHE-ERIC Higher Education Reports.
ED 336 049 (HE)
Cooperative Learning for Students from Diverse Language Backgrounds. ERIC Digest.
ED 347 853 (FL)
Cooperative Learning in Vocational Education. Trends and Issues Alerts.
ED 346 320 (CE)
Critical Thinking across the Curriculum: Building the Analytical Classroom.
ED 347 511 (CS)
Critical Thinking: Educational Imperative. New Directions for Community Colleges, Number 77, Spring 1992.
ED 342 453 (JC)
Critical Thinking in Community Colleges. ERIC Digest.
ED 348 128 (JC)
HIV Prevention Education for Exceptional Youth: Why HIV Prevention Education Is Important. ERIC Digest #E507.
ED 340 151 (EC)
Homeless and in Need of Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 167 (EC)
Instructional Conversations. ERIC Digest.
ED 347 850 (FL)
Language Minority Students with Disabilities. Exceptional Children at Risk: CEC Mini-Library.
ED 339 171 (EC)
Lasting Lessons: A Teacher's Guide to Reflecting on Experience.
ED 348 204 (RC)
Post-Modernism, Art Educators, and Art Education. ERIC Digest.
ED 348 328 (SO)
"Remember Our Faces"–Teaching about the Holocaust. ERIC Digest.
ED 345 990 (SO)
Teaching about the Two Koreas. ERIC Digest.
ED 339 672 (SO)
Teaching about the Voyages of Columbus. ERIC Digest.
ED 348 317 (SO)
Teaching ASL as a Second Language. ERIC Digest.
ED 343 408 (FL)
Teaching the Law Using United States Supreme Court Cases. ERIC Digest.
ED 339 673 (SO)

Teaching Skills
Culturally Responsive Pedagogy for the 1990s and Beyond. Trends and Issues Paper No. 6.
ED 339 698 (SP)

Teamwork
Cooperative Learning in Vocational Education. Trends and Issues Alerts.
ED 346 320 (CE)
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ASHE-ERIC Higher Education Report No. 7, 1991.
ED 346 805 (HE)
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ERIC Digest.
ED 347 958 (HE)
Interagency Collaboration: Its Role in Welfare Reform. ERIC Digest No. 126.
ED 347 405 (CE)

Tech Prep
Tech Prep. Trends and Issues Alerts.
ED 342 932 (CE)

Technical Education
Computer-Based Education: The Best of ERIC, 1989.
ED 341 386 (IR)

Technical Writing
Abstracting/Annotating. ERIC Processing Manual, Section VI.
ED 348 061 (IR)
Clear Writing in the Professions. ERIC Digest.
ED 343 136 (CS)

Technological Advancement
Technology and Equity. ERIC Digest.
ED 339 400 (IR)

Technology
Tech Prep. Trends and Issues Alerts.
ED 342 932 (CE)

Telecommunications
The Distance Education Handbook. An Administrator's Guide for Rural and Remote Schools.
ED 340 547 (RC)
The National Research and Education Network (NREN): Update 1991. ERIC Digest.
ED 340 390 (IR)

Teleconferencing
Internet Basics. ERIC Digest.
ED 348 054 (IR)

Television
Health Communication in the 90s. ERIC Digest.
ED 347 608 (CS)

BEST COPY AVAILABLE

Test Construction
Assessing Civics Education. ERIC/TM Digest.
ED 338 698 (TM)

Test Reliability
On Standardized Testing. ERIC Digest.
ED 338 445 (PS)

Test Use
The Case for Validity Generalization. ERIC/TM Digest.
ED 338 699 (TM)
The Center for Research on Evaluation, Standards, and Student Testing (CRESST). ERIC/TM Digest.
ED 338 705 (TM)
On Standardized Testing. ERIC Digest.
ED 338 445 (PS)

Testing Problems
The Case against a National Test. ERIC/TM Digest.
ED 338 703 (TM)

Theory Practice Relationship
Reflective Practice in Adult Education. ERIC Digest No. 122.
ED 346 319 (CE)

Thesauri
ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network.
ED 348 055 (IR)
Introduction. ERIC Processing Manual, Section I.
ED 348 056 (IR)
Vocabulary Development and Maintenance–Descriptors. ERIC Processing Manual, Section VIII (Part 1).
ED 348 063 (IR)

Thesaurus of ERIC Descriptors
Vocabulary Development and Maintenance–Descriptors. ERIC Processing Manual, Section VIII (Part 1).
ED 348 063 (IR)

Thinking across the Curriculum
Critical Thinking across the Curriculum: Building the Analytical Classroom.
ED 347 511 (CS)

Thinking Skills
Cognitive Theory-Based Teaching and Learning in Vocational Education. Information Series No. 349.
ED 345 109 (CE)
Critical Thinking across the Curriculum: Building the Analytical Classroom.
ED 347 511 (CS)
Critical Thinking: Educational Imperative. New Directions for Community Colleges, Number 77, Spring 1992.
ED 342 453 (JC)
Critical Thinking: Helping Students Learn Reflectively.
ED 341 954 (CS)
National Research Center on Student Learning. ERIC/TM Digest.
ED 338 704 (TM)
The Secretary of Labor's Commission on Achieving Necessary Skills. ERIC Digest.
ED 339 749 (TM)
Thinking in Outdoor Inquiry. ERIC Digest.
ED 348 198 (RC)

Time Management
Dimensions of Balance in an Administrator's Life.
ED 341 300 (HE)

Total Quality Management
Total Quality Management: Application in Vocational Education. ERIC Digest No. 125.
ED 347 404 (CE)
Total Quality Management. ERIC Digest, Number 73.
ED 347 670 (EA)

Transfer of Training
Lasting Lessons: A Teacher's Guide to Reflecting on Experience.
ED 348 204 (RC)

Transient Children
Highly Mobile Students: Educational Problems and Possible Solutions. ERIC/CUE Digest, Number 73.
ED 338 745 (UD)

Transitional Programs
Beyond Transition: Ensuring Continuity in Early Childhood Services. ERIC Digest.
ED 345 867 (PS)

Transitionalprograms
Preparing Children with Disabilities for School. ERIC Digest #E503.
ED 340 147 (EC)

Translation
Translating and Interpreting Programs: A Scottish Example. ERIC Digest.
ED 347 854 (FL)
The Translation Profession. ERIC Digest.
ED 345 540 (FL)

Trend Analysis
Beginning Teacher Performance Evaluation: An Overview of State Policies. Trends and Issues Paper No. 7.
ED 341 689 (SP)
What Are Educational Indicators and Indicator Systems? ERIC/TM Digest.
ED 338 701 (TM)

Tribally Controlled Schools
The Emerging Role of Tribal College Libraries in Indian Education. ERIC Digest.
ED 348 199 (RC)

Truancy
At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services. Volume 5: Attendance Services.
ED 347 621 (EA)

Two Year College Students
The Collegiate Function of Community Colleges: Fostering Higher Learning through Curriculum and Student Transfer.
ED 348 111 (JC)

Undergraduate Study
Meeting the Mandate: Renewing the College and Departmental Curriculum. ERIC Digest.
ED 347 957 (HE)

United States Constitution
Teaching about the Constitutional Rights of Students. ERIC Digest.
ED 348 320 (SO)

United States History
World War II in the Curriculum. ERIC Digest.
ED 348 319 (SO)

United States Study of Education in Japan
Internationalizing the U.S. Classroom: Japan as a Model.
ED 343 842 (SO)

Universities
Internationalizing the University Career Center. ERIC Digest.
ED 341 889 (CG)
In the Shadow of Baccalaureate Institutions. ERIC Digest.
ED 348 129 (JC)
Prisoners of Elitism: The Community College's Struggle for Stature. New Directions for Community Colleges, Number 78.
ED 346 944 (JC)

Unwed Mothers
Double Jeopardy: Pregnant and Parenting Youth in Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 174 (EC)

Urban Schools
Highly Mobile Students: Educational Problems and Possible Solutions. ERIC/CUE Digest, Number 73.
ED 338 745 (UD)
Improving Urban Education with Magnet Schools. ERIC/CUE Digest, Number 76.
ED 340 813 (UD)
Retaining Good Teachers in Urban Schools. ERIC/CUE Digest, Number 77.
ED 341 762 (UD)
Urban School Restructuring and Teacher Burnout. ERIC/CUE Digest, Number 75.
ED 340 812 (UD)
Urban Superintendent Turnover: The Need for Stability.
ED 346 546 (EA)

User Needs (Information)
Psychological Dimensions of User-Computer Interfaces. ERIC Digest.
ED 337 203 (IR)
Trends & Issues in Library & Information Science 1990. ERIC Digest.
ED 340 389 (IR)

Validity Generalization
The Case for Validity Generalization. ERIC/TM Digest.
ED 338 699 (TM)

Values Clarification
Ethics in Health, Physical Education, Recreation, and Dance. ERIC Digest.
ED 342 775 (SP)

Values Education
The Connections between Language Education and Civic Education. ERIC Digest.
ED 348 318 (SO)
The Core Ideas of "CIVITAS: A Framework for Civic Education." ERIC Digest.
ED 346 016 (SO)

Variables
Understanding Variables & Hypotheses in Scientific Research.
ED 342 056 (EA)

Violence
Programming for Aggressive and Violent Students. Exceptional Children at Risk: CEC Mini-Library.
ED 339 164 (EC)
Schools Attack the Roots of Violence. ERIC Digest, Number 63.
ED 335 806 (EA)

Vocabulary
Glossary of Terms (with Acronym List). ERIC Processing Manual.
ED 348 070 (IR)

Vocabulary Development
Vocabulary Development and Maintenance–Descriptors. ERIC Processing Manual, Section VIII (Part 1).
ED 348 063 (IR)
Vocabulary Development and Maintenance–Identifiers. ERIC Processing Manual, Section VIII (Part 2).
ED 348 064 (IR)

Vocational Education
Apprenticeship and the Future of the Work Force. ERIC Digest No. 124.
ED 347 403 (CE)
Cognitive Theory-Based Teaching and Learning in Vocational Education. Information Series No. 349.
ED 345 109 (CE)
Computer-Assisted Instruction in Vocational Education. Practice Application Brief.
ED 347 327 (CE)
Cooperative Learning in Vocational Education. Trends and Issues Alerts.
ED 346 320 (CE)
Implications of the New Perkins Act. Trends and Issues Alerts.
ED 340 946 (CE)
Integrating Academic and Vocational Education: Strategies for Implementation. ERIC Digest No. 120.
ED 346 317 (CE)
The Role of the Community College in Economic and Workforce Development. ERIC Digest.
ED 339 443 (JC)
Tech Prep. Trends and Issues Alerts.
ED 342 932 (CE)
Total Quality Management: Application in Vocational Education. ERIC Digest No. 125.
ED 347 404 (CE)
The Vocational Education/Entrepreneurship Match. ERIC Digest No. 118.
ED 338 899 (CE)
Vocational Education Involvement with Business/Industry/Labor. Trends and Issues Alerts.
ED 340 947 (CE)

Welfare Services
Interagency Collaboration: Its Role in Welfare Reform. ERIC Digest No. 126.
ED 347 405 (CE)

Whole Language Approach
Alternative Assessment of Performance in the Language Arts: What Are We Doing Now? Where Are We Going? Proceedings of a National Symposium (Bloomington, Indiana, August 27, 1990).
ED 339 044 (CS)
Whole Language in an Elementary School Library Media Center. ERIC Digest.
ED 346 874 (IR)

Withdrawal (Education)
Identifying Potential Dropouts. ERIC Digest.
ED 339 092 (EA)

Women Faculty
Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. ERIC Digest.
ED 340 273 (HE)
Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. 1991 ASHE-ERIC Higher Education Report 2.
ED 338 128 (HE)

Workplace Literacy
Workplace Literacy: An Update. Trends and Issues Alerts.
ED 346 321 (CE)

World History
"Remember Our Faces"-Teaching about the Holocaust. ERIC Digest.
ED 345 990 (SO)
Teaching about the Voyages of Columbus. ERIC Digest.
ED 348 317 (SO)

World War II
"Remember Our Faces"-Teaching about the Holocaust. ERIC Digest.
ED 345 990 (SO)
World War II in the Curriculum. ERIC Digest.
ED 348 319 (SO)

Writing (Composition)
In Our Own Words: Community Story Traditions To Prevent and Heal Substance Abuse. A Teacher's Guide with Examples from Native American and Rural Contexts.
ED 348 203 (RC)

Writing Conferences
A Professor Responds by Computer to the Writing of Elementary Students. ERIC Digest.
ED 341 061 (CS)

Writing Evaluation
Portfolio and Test Essay: The Best of Both Writing Assessment Worlds at SUNY Brockport. ERIC Digest.
ED 347 572 (CS)
Writing Assessment at the College Level. ERIC Digest.
ED 345 281 (CS)

Writing for Publication
The Role of Scholarship in the Community College. ERIC Digest.
ED 338 294 (JC)

Writing Instruction
Computer-Based Education: The Best of ERIC, 1989.
ED 341 386 (IR)
Literature. Special Collection Number 8.
ED 337 805 (CS)
A Professor Responds by Computer to the Writing of Elementary Students. ERIC Digest.
ED 341 061 (CS)
Punctuation: Less Is More? ERIC Digest.
ED 347 553 (CS)
Teaching Reading and Writing to Special Students. Special Collection Number 9.
ED 347 500 (CS)

Writing Style
Punctuation: Less Is More? ERIC Digest.
ED 347 553 (CS)

Year Round Schools
Year-Round Education. ERIC Digest, Number 68.
ED 342 107 (EA)

Youth Programs
Managing Youth Programs: A Critical Gap in the Research. ERIC/CUE Digest, Number 79.
ED 344 978 (UD)

Author Index

Abdal-Haqq, Ismat
Professionalizing Teaching: Is There a Role for Professional Development Schools? ERIC Digest.
ED 347 153 (SP)

Aiex, Nola Kortner
Communication Strategies for Employment Interviews. ERIC Digest.
ED 341 111 (CS)
Health Communication in the 90s. ERIC Digest.
ED 347 608 (CS)

Aiex, Patrick
Health Communication in the 90s. ERIC Digest.
ED 347 608 (CS)

Allen, Jackie M.
Action-Oriented Research: Promoting School Counselor Advocacy and Accountability. ERIC Digest.
ED 347 477 (CG)

Almanza, Estella
Language Minority Students with Disabilities. Exceptional Children at Risk: CEC Mini-Library.
ED 339 171 (EC)

Anderson, Mark E.
Principals: How To Train, Recruit, Select, Induct, and Evaluate Leaders for America's Schools.
ED 337 843 (EA)

Ascher, Carol
Retaining Good Teachers in Urban Schools. ERIC/CUE Digest, Number 77.
ED 341 762 (UD)
Urban School Restructuring and Teacher Burnout. ERIC/CUE Digest, Number 75.
ED 340 812 (UD)

Auriemma, Frank V.
Graying Teachers: A Report on State Pension Systems and School District Early Retirement Incentives.
ED 347 620 (EA)

Austin, Ann E.
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ASHE-ERIC Higher Education Report No. 7, 1991.
ED 346 805 (HE)
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ERIC Digest.
ED 347 958 (HE)

Baca, Leonard M.
Language Minority Students with Disabilities. Exceptional Children at Risk: CEC Mini-Library.
ED 339 171 (EC)

Bahmueller, Charles F.
The Core Ideas of "CIVITAS: A Framework for Civic Education." ERIC Digest.
ED 346 016 (SO)

Baker, Eva L.
The Center for Research on Evaluation, Standards, and Student Testing (CRESST). ERIC/TM Digest.
ED 338 705 (TM)

Baldwin, Roger G.
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ASHE-ERIC Higher Education Report No. 7, 1991.
ED 346 805 (HE)
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ERIC Digest.
ED 347 958 (HE)

Bangert-Drowns, Robert L.
Meta-Analysis in Educational Research. ERIC Digest.
ED 339 748 (TM)

Barker, Bruce O.
The Distance Education Handbook. An Administrator's Guide for Rural and Remote Schools.
ED 340 547 (RC)

Barnes, Cynthia A., Ed.
Critical Thinking: Educational Imperative. New Directions for Community Colleges, Number 77, Spring 1992.
ED 342 453 (JC)

Barnett, Lynn, Ed.
ERIC Indexing Handbook (Clearinghouse Indexing Practices). ERIC Processing Manual, Appendix C.
ED 348 069 (IR)

Beckett, Cecilia
Whole Language in an Elementary School Library Media Center. ERIC Digest.
ED 346 874 (IR)

Bellm, Dan
Child Care Resource and Referral Agencies. ERIC Digest.
ED 338 444 (PS)

Bempechat, Janine
Fostering High Achievement in African American Children: Home, School, and Public Policy Influences. Trends and Issues No. 16.
ED 348 464 (UD)

Benshoff, James M.
Nontraditional College Students. ERIC Digest.
ED 347 483 (CG)
Peer Consultation for Professional Counselors. ERIC Digest.
ED 347 476 (CG)

Berger, Sandra L.
Differentiating Curriculum for Gifted Students. ERIC Digest #E510.
ED 342 175 (EC)

Berger, Sandra L., Ed.
Programs and Practices in Gifted Education: Projects Funded by the Jacob K. Javits Gifted and Talented Students Education Act of 1988.
ED 347 766 (EC)

Berlin, Donna F.
Integrating Science and Mathematics in Teaching and Learning: A Bibliography.
ED 348 233 (SE)

Bishop, Ann P.
The National Research and Education Network (NREN): Update 1991. ERIC Digest.
ED 340 390 (IR)

Bleuer, Jeanne C.
ERIC/CAPS-Expanding Counselor Choice. ERIC Digest.
ED 347 473 (CG)

Bleuer, Jeanne C., Ed.
Developing Support Groups for Students: Helping Students Cope with Crises.
ED 340 986 (CG)

Bloland, Paul A.
The Professionalization of Student Affairs Staff. ERIC Digest.
ED 347 495 (CG)
Qualitative Research in Student Affairs. ERIC Digest.
ED 347 487 (CG)

Blosser, Patricia E., Ed.
National Association for Research in Science Teaching Annual Conference. Abstracts of Presented Papers (62nd, San Francisco, California, March 30-April 1, 1989).
ED 348 208 (SE)

Bobby, Carol L.
CACREP Accreditation: Setting the Standard for Counselor Preparation. ERIC Digest.
ED 347 470 (CG)

Bonwell, Charles C.
Active Learning: Creating Excitement in the Classroom. ERIC Digest.
ED 340 272 (HE)
Active Learning: Creating Excitement in the Classroom. 1991 ASHE-ERIC Higher Education Reports.
ED 336 049 (HE)

Brand, Alice G.
Portfolio and Test Essay: The Best of Both Writing Assessment Worlds at SUNY Brockport. ERIC Digest.
ED 347 572 (CS)
Writing Assessment at the College Level. ERIC Digest.
ED 345 281 (CS)

Brandhorst, Ted, Ed.
Abstracting/Annotating. ERIC Processing Manual, Section VI.
ED 348 061 (IR)
Database Changes (Post-Publication). ERIC Processing Manual, Section X.
ED 348 066 (IR)
Document Preparation (for Filming). ERIC Processing Manual, Appendix B.
ED 348 068 (IR)
ERIC Clearinghouse Publications, 1991. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1991.
ED 348 053 (IR)
ERIC Clearinghouse Scope of Interest Guide. ERIC Processing Manual, Appendix A.
ED 348 067 (IR)
ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network.
ED 348 055 (IR)
Glossary of Terms (with Acronym List). ERIC Processing Manual.
ED 348 070 (IR)
Handling and Shipping. ERIC Processing Manual, Section IV.
ED 348 059 (IR)
Introduction. ERIC Processing Manual, Section I.
ED 348 056 (IR)
Selection. ERIC Processing Manual, Section III.
ED 348 058 (IR)

Brawer, Florence B.
The Collegiate Function of Community Colleges: Fostering Higher Learning through Curriculum and Student Transfer.
ED 348 111 (JC)

Brennan, Mary Alice
Libraries for the National Education Goals. ERIC Digest.
ED 345 753 (IR)
Trends in Educational Technology 1991. ERIC Digest.
ED 343 617 (IR)
Trends & Issues in Library & Information Science 1990. ERIC Digest.
ED 340 389 (IR)

Bridges, Edwin M.
Problem Based Learning for Administrators.
ED 347 617 (EA)

Cahape, Patricia, Ed.
Indian Nations At Risk: Listening to the People. Summaries of Papers Commissioned by the Indian Nations At Risk Task Force of the U.S. Department of Education.
ED 339 588 (RC)

Caldwell, Terry Heintz
Special Health Care in the School. Exceptional Children at Risk: CEC Mini-Library.
ED 339 166 (EC)

Casey, John A.
Counseling Using Technology with At-Risk Youth. ERIC Digest.
ED 347 480 (CG)

Charters, W. W., Jr.
Understanding Variables & Hypotheses in Scientific Research.
ED 342 056 (EA)

Chattin-McNichols, John
Montessori Programs in Public Schools. ERIC Digest.
ED 348 165 (PS)

Clark, Gilbert A.
Examining Discipline-Based Art Education as a Curriculum Construct.
ED 338 540 (SO)

Clark, Gilbert, Ed.
Lessons about Art in History and History in Art.
ED 348 297 (SO)

Clawson, Thomas W.
The Counselor and NBCC. ERIC Digest.
ED 347 472 (CG)

Coballes-Vega, Carmen
Considerations in Teaching Culturally Diverse Children. ERIC Digest.
ED 341 648 (SP)

Coe, Pamelia
Systemic Reform in Six Rural Districts: A Case Study of First Reactions to the Kentucky Education Reform Act of 1990.
ED 336 238 (RC)

Cohen, Arthur M.
The Collegiate Function of Community Colleges: Fostering Higher Learning through Curriculum and Student Transfer.
ED 348 111 (JC)

Coleman, Mick
Planning for Parent Participation in Schools for Young Children. ERIC Digest.
ED 342 463 (PS)

Conley, David T.
Five Key Issues in Restructuring. ERIC Digest, Number 69.
ED 344 329 (EA)
Some Emerging Trends in School Restructuring. ERIC Digest, Number 67.
ED 343 196 (EA)

Crafts, Jennifer
Using Biodata as a Selection Instrument. ERIC/TM Digest.
ED 338 702 (TM)

Creswell, John W.
Dimensions of Balance in an Administrator's Life.
ED 341 300 (HE)

Crouch, Toni
CHDF-Partner in Professionalism. ERIC Digest.
ED 347 471 (CG)

Darling-Hammond, Linda
Beginning Teacher Performance Evaluation: An Overview of State Policies. Trends and Issues Paper No. 7.
ED 341 689 (SP)

Davey, Lynn
The Application of Case Study Evaluations. ERIC/TM Digest.
ED 338 706 (TM)
The Case against a National Test. ERIC/TM Digest.
ED 338 703 (TM)

Davis, James J.
African-American Students and Foreign Language Learning. ERIC Digest.
ED 345 583 (FL)

Dawkins, John
Punctuation: Less Is More? ERIC Digest.
ED 347 553 (CS)

Dowd, Frances Smardo
Library Latchkey Children. ERIC Digest.
ED 343 687 (PS)

Dziech, Billie Wright, Ed.
Prisoners of Elitism: The Community College's Struggle for Stature. New Directions for Community Colleges, Number 78.
ED 346 944 (JC)

Ebbs, Susan L.
The Leadership Compass: Values and Ethics in Higher Education. ASHE-ERIC Higher Education Report No. 1, 1992.
ED 347 955 (HE)

Eddy, Margot Sanders
College Alcohol and Drug Abuse Prevention Programs: An Update. ERIC Digest.
ED 347 960 (HE)

Eison, James A.
Active Learning: Creating Excitement in the Classroom. ERIC Digest.
ED 340 272 (HE)
Active Learning: Creating Excitement in the Classroom. 1991 ASHE-ERIC Higher Education Reports.
ED 336 049 (HE)

Ely, Donald P.
Trends in Educational Technology.
ED 346 850 (IR)

England, Joan T.
Building Community for the 21st Century. ERIC Digest.
ED 347 489 (CG)
Pluralism and Education: Its Meaning and Method. ERIC Digest.
ED 347 494 (CG)

Erickson, Mary, Ed.
Lessons about Art in History and History in Art.
ED 348 297 (SO)

Escamilla, Kathy
Integrating Mexican-American History and Culture into the Social Studies Classroom. ERIC Digest.
ED 348 200 (RC)

Fain, Gerald S.
Ethics in Health, Physical Education, Recreation, and Dance. ERIC Digest.
ED 342 775 (SP)

Farber, Barry
Urban School Restructuring and Teacher Burnout. ERIC/CUE Digest, Number 75.
ED 340 812 (UD)

Finley, Fred
A Summary of Research in Science Education 1990.
ED 348 234 (SE)

Freitas, Deborah Inman
Managing Smallness: Promising Fiscal Practices for Rural School District Administrators.
ED 348 205 (RC)

Frost, Susan H.
Academic Advising for Student Success: A System of Shared Responsibility. ASHE-ERIC Higher Education Report No. 3, 1991.
ED 339 272 (HE)
Academic Advising for Student Success: A System of Shared Responsibility. ERIC Digest.
ED 340 274 (HE)

Gaustad, Joan
Identifying Potential Dropouts. ERIC Digest.
ED 339 092 (EA)
Nongraded Primary Education. ERIC Digest, Number 74.
ED 347 637 (EA)
Schools Attack the Roots of Violence. ERIC Digest, Number 63.
ED 335 806 (EA)

Gelatt, H. B.
Positive Uncertainty: A Paradoxical Philosophy of Counseling Whose Time Has Come. ERIC Digest.
ED 347 486 (CG)

Gillespie, LaVina
Using Literature by American Indians and Alaska Natives in Secondary Schools. ERIC Digest.
ED 348 201 (RC)

Glaser, Robert
National Research Center on Student Learning. ERIC/TM Digest.
ED 338 704 (TM)

Gomez, Rey A.
Teaching with a Multicultural Perspective. ERIC Digest.
ED 339 548 (PS)

Gottlieb, Stephen S.
Clear Writing in the Professions. ERIC Digest.
ED 343 136 (CS)

The Media's Role in Political Campaigns. ERIC Digest.
ED 346 527 (CS)
Teaching about the Constitutional Rights of Students. ERIC Digest.
ED 348 320 (SO)

Grant, Agnes
Using Literature by American Indians and Alaska Natives in Secondary Schools. ERIC Digest.
ED 348 201 (RC)

Greenberg, Arthur R.
High School-College Partnerships: Conceptual Models, Programs, and Issues. ASHE-ERIC Higher Education Report No. 5, 1991.
ED 343 546 (HE)
High School-College Partnerships: Conceptual Models, Programs, and Issues. ERIC Digest.
ED 347 956 (HE)

Griggs, Shirley A.
Learning Styles Counseling. ERIC Digest.
ED 341 890 (CG)

Guetzloe, Eleanor C.
Depression and Suicide: Special Education Students at Risk. Exceptional Children at Risk: CEC Mini-Library.
ED 339 170 (EC)
Suicide and the Exceptional Child. ERIC Digest #E508.
ED 340 152 (EC)

Haas, Toni
What Can I Become: Educational Aspirations of Students in Rural America. ERIC Digest.
ED 345 931 (RC)

Hackney, Harold
Differentiating between Counseling Theory and Process. ERIC Digest.
ED 347 485 (CG)

Hahn, Andrew
Managing Youth Programs: A Critical Gap in the Research. ERIC/CUE Digest, Number 79.
ED 344 978 (UD)

Hammond, Deanna Lindberg
The Translation Profession. ERIC Digest.
ED 345 540 (FL)

Hanson, Katherine
Equal Mathematics Education for Female Students. ERIC/CUE Digest, Number 78.
ED 344 977 (UD)
Teaching Mathematics Effectively and Equitably to Females. Trends and Issues No. 17.
ED 348 465 (UD)

Hanson, Ralph A.
Prescription for Literacy: Providing Critical Educational Experiences. ERIC Digest.
ED 340 001 (CS)

Harnett, Anne Marie
Model Programs for Middle School Teacher Preparation. ERIC Digest.
ED 338 593 (SP)

Harris-Bowlsbey, JoAnn
Building Blocks of Computer-Based Career Planning Systems. ERIC Digest.
ED 347 478 (CG)

Hartup, Willard W.
Having Friends, Making Friends, and Keeping Friends: Relationships as Educational Contexts. ERIC Digest.
ED 345 854 (PS)

Heflin, L. Juane
Developing Effective Programs for Special Education Students Who Are Homeless. ERIC Digest #E504.
ED 340 148 (EC)
Homeless and in Need of Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 167 (EC)

Helge, Doris
Rural, Exceptional, At Risk. Exceptional Children at Risk: CEC Mini-Library.
ED 339 173 (EC)

Helgeson, Stanley L., Ed.
National Association for Research in Science Teaching Annual Conference, Abstracts of Presented Papers (62nd, San Francisco, California, March 30-April 1, 1989).
ED 348 208 (SE)

Hensel, Nancy
Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. ERIC Digest.
ED 340 273 (HE)
Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. 1991 ASHE-ERIC Higher Education Report 2.
ED 338 128 (HE)

Hinkle, J. Scott
Family Counseling in the Schools. ERIC Digest.
ED 347 482 (CG)
School Children and Fitness: Aerobics for Life. ERIC Digest.
ED 347 484 (CG)

Hirose, Shannon
Critical Thinking in Community Colleges. ERIC Digest.
ED 348 128 (JC)

Hirshberg, Diane
The Role of the Community College in Economic and Workforce Development. ERIC Digest.
ED 339 443 (JC)

Hlynka, Denis
Postmodern Educational Technology. ERIC Digest.
ED 348 042 (IR)

Hodgkinson, Harold
The Current Condition of Native Americans. ERIC Digest.
ED 348 202 (RC)

Holt, Evelyn R.
"Remember Our Faces"–Teaching about the Holocaust. ERIC Digest.
ED 345 990 (SO)

Houston, Jim, Ed.
ERIC Indexing Handbook (Clearinghouse Indexing Practices). ERIC Processing Manual, Appendix C.
ED 348 069 (IR)
Indexing. ERIC Processing Manual, Section VII.
ED 348 062 (IR)
Vocabulary Development and Maintenance–Descriptors. ERIC Processing Manual, Section VIII (Part 1).
ED 348 063 (IR)
Vocabulary Development and Maintenance–Identifiers. ERIC Processing Manual, Section VIII (Part 2).
ED 348 064 (IR)

Howley, Craig
Charting New Maps: Multicultural Education in Rural Schools. ERIC Digest.
ED 348 196 (RC)

Howley, Craig B.
A Parent's Guide to the ERIC Database. Where To Turn with Your Questions about Schooling. Revised Edition.
ED 340 541 (RC)

Howley, Craig B., Ed.
Indian Nations At Risk: Listening to the People. Summaries of Papers Commissioned by the Indian Nations At Risk Task Force of the U.S. Department of Education.
ED 339 588 (RC)

Huey, Wayne C.
Counseling Teenage Fathers: The "Maximizing a Life Experience" (MALE) Group. ERIC Digest.
ED 341 891 (CG)

Huss, Susan
Using Computers with Adult ESL Literacy Learners. ERIC Digest.
ED 343 462 (FL)

Ignash, Jan
In the Shadow of Baccalaureate Institutions. ERIC Digest.
ED 348 129 (JC)

Imel, Susan
Adult Literacy. Trends and Issues Alerts.
ED 340 944 (CE)
Career Development Outcomes. Trends and Issues Alerts.
ED 340 945 (CE)
Computer-Assisted Instruction in Vocational Education. Practice Application Brief.
ED 347 327 (CE)
Ethical Practice in Adult Education. ERIC Digest No. 116.
ED 338 897 (CE)
Implications of the New Perkins Act. Trends and Issues Alerts.
ED 340 946 (CE)
Interagency Collaboration: Its Role in Welfare Reform. ERIC Digest No. 126.
ED 347 405 (CE)
Reflective Practice in Adult Education. ERIC Digest No. 122.
ED 346 319 (CE)
Vocational Education Involvement with Business/Industry/Labor. Trends and Issues Alerts.
ED 340 947 (CE)
Workplace Literacy: An Update. Trends and Issues Alerts.
ED 346 321 (CE)

Inger, Morton
Conflict Resolution Programs in Schools. ERIC/CUE Digest Number 74.
ED 338 791 (UD)
Improving Urban Education with Magnet Schools. ERIC/CUE Digest, Number 76.
ED 340 813 (UD)

Jenkinson, Edward
A Professor Responds by Computer to the Writing of Elementary Students. ERIC Digest.
ED 341 061 (CS)

Johns, Jerry L.
Celebrate Literacy! The Joy of Reading and Writing. Teaching Resources in the ERIC Database (TRIED).
ED 347 519 (CS)

Johnson, David W.
Cooperative Learning: Increasing College Faculty Instructional Productivity. ASHE-ERIC Higher Education Report No. 4, 1991.
ED 343 465 (HE)
Cooperative Learning: Increasing College Faculty Instructional Productivity. ERIC Digest.
ED 347 871 (HE)

Johnson, Jeffrey R.
Teaching about the Two Koreas. ERIC Digest.
ED 339 672 (SO)

Kannapel, Patricia
Systemic Reform in Six Rural Districts: A Case Study of First Reactions to the Kentucky Education Reform Act of 1990.
ED 336 238 (RC)

Kauffman, Dagmar
Supervision of Student Teachers. ERIC Digest.
ED 344 873 (SP)

Kemple, Kristen M.
Understanding and Facilitating Preschool Children's Peer Acceptance. ERIC Digest.
ED 345 866 (PS)

Kerka, Sandra
Adults in Career Transition. ERIC Digest No. 115.
ED 338 896 (CE)
Family Literacy Programs and Practices. Practice Application Brief.
ED 347 328 (CE)
Life Cycles and Career Development: New Models. ERIC Digest No. 119.
ED 346 316 (CE)
Multicultural Career Education and Development. ERIC Digest No. 123.
ED 347 402 (CE)
Part-Time Students in Higher Education. Trends and Issues Alerts.
ED 342 931 (CE)

Knapp, Clifford E.
Lasting Lessons: A Teacher's Guide to Reflecting on Experience.
ED 348 204 (RC)
Thinking in Outdoor Inquiry. ERIC Digest.
ED 348 198 (RC)

Krumboltz, John D.
Challenging Troublesome Career Beliefs. ERIC Digest.
ED 347 481 (CG)

Lamme, Linda Leonard
Whole Language in an Elementary School Library Media Center. ERIC Digest.
ED 346 874 (IR)

Lang, Margaret
Translating and Interpreting Programs: A Scottish Example. ERIC Digest.
ED 347 854 (FL)

Lankard, Bettina A.
Cooperative Learning in Vocational Education. Trends and Issues Alerts.
ED 346 320 (CE)
Integrating Academic and Vocational Education: Strategies for Implementation. ERIC Digest No. 120.
ED 346 317 (CE)
Strategies for Implementing the National Career Development Guidelines. ERIC Digest No. 117.
ED 338 898 (CE)
Tech Prep. Trends and Issues Alerts.
ED 342 932 (CE)
Total Quality Management: Application in Vocational Education. ERIC Digest No. 125.
ED 347 404 (CE)
The Vocational Education/Entrepreneurship Match. ERIC Digest No. 118.
ED 338 899 (CE)

Leahy, Meredyth A.
The Adult Education Act: A Guide to the Literature and Funded Projects. Information Series No. 347.
ED 341 876 (CE)

Lee, Courtland C.
Empowering Young Black Males. ERIC Digest.
ED 341 887 (CG)

Leming, Robert S.
Teaching the Law Using United States Supreme Court Cases. ERIC Digest.
ED 339 673 (SO)

Leone, Peter E.
Alcohol and Other Drugs: Use, Abuse, and Disabilities. Exceptional Children at Risk: CEC Mini-Library.
ED 339 172 (EC)
Alcohol and Other Drug Use by Adolescents with Disabilities. ERIC Digest #E506.
ED 340 150 (EC)
Juvenile Corrections and the Exceptional Student. ERIC Digest #E509.
ED 340 153 (EC)

Lewis, Henry A.
Nontraditional College Students. ERIC Digest.
ED 347 483 (CG)

Linn, Robert L.
The Center for Research on Evaluation, Standards, and Student Testing (CRESST). ERIC/TM Digest.
ED 338 705 (TM)

Liontos, Lynn Balster
Building Relationships between Schools and Social Services. ERIC Digest Series No. 66.
ED 339 111 (EA)
Family Involvement.
ED 343 233 (EA)
Transformational Leadership. ERIC Digest, Number 72.
ED 347 636 (EA)

Liontos, Lynne Balster
At-Risk Families & Schools: Becoming Partners.
ED 342 055 (EA)

Locke, Don C.
A Multicultural Focus on Career Education. Information Series No. 348.
ED 341 877 (CE)

Lombardi, Joan
Beyond Transition: Ensuring Continuity in Early Childhood Services. ERIC Digest.
ED 345 867 (PS)

Lumsden, Linda S.
Getting Serious about Sexual Harassment. ERIC Digest, Number 75.
ED 347 699 (EA)

MacGregor, Ronald N.
Post-Modernism, Art Educators, and Art Education. ERIC Digest.
ED 348 328 (SO)

MacMillan, Donald L.
Hidden Youth: Dropouts from Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 168 (EC)

Maiorana, Victor P.
Critical Thinking across the Curriculum: Building the Analytical Classroom.
ED 347 511 (CS)

Maples, Mary Finn
Consulting with the Judiciary: A Challenging Opportunity for the Counselor Educator. ERIC Digest.
ED 347 490 (CG)

Marchionini, Gary
Psychological Dimensions of User-Computer Interfaces. ERIC Digest.
ED 337 203 (IR)

Mathews, Gail, Ed.
Acquisitions. ERIC Processing Manual. Section II.
ED 348 057 (IR)

McLaughlin, Pamela
Computer Applications in Education: The Best of ERIC 1990.
ED 345 715 (IR)
Computer-Based Education: The Best of ERIC, 1989.
ED 341 386 (IR)

Miller, Juliet V.
The National Career Development Guidelines. ERIC Digest.
ED 347 493 (CG)

Mohai, Caroline E.
Are School-Based Drug Prevention Programs Working? ERIC Digest.
ED 341 886 (CG)
Peer Leaders in Drug Abuse Prevention. ERIC Digest.
ED 341 892 (CG)

Moore, Shirley G.
The Role of Parents in the Development of Peer Group Competence. ERIC Digest.
ED 346 992 (PS)

Morgan, James I.
Accreditation of College and University Counseling Services. ERIC Digest.
ED 347 488 (CG)

Muccigrosso, Lynne
Double Jeopardy: Pregnant and Parenting Youth in Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 174 (EC)

Neill, Monty
The Case against a National Test. ERIC/TM Digest.
ED 338 703 (TM)

Neuman, Delia
Technology and Equity. ERIC Digest.
ED 339 400 (IR)

O'Bryant, Beverly J.
Marketing Yourself as a Professional Counselor. ERIC Digest.
ED 347 492 (CG)

Oliver, Jenny Penney
Charting New Maps: Multicultural Education in Rural Schools. ERIC Digest.
ED 348 196 (RC)

Overby, Lynnette Young
Status of Dance in Education. ERIC Digest.
ED 348 368 (SP)

Parker, Larry D.
A Multicultural Focus on Career Education. Information Series No. 348.
ED 341 877 (CE)

Patrick, John J.
Teaching about the Voyages of Columbus. ERIC Digest.
ED 348 317 (SO)

Pavel, D. Michael
American Indians and Alaska Natives in Higher Education: Research on Participation and Graduation. ERIC Digest.
ED 348 197 (RC)
The Emerging Role of Tribal College Libraries in Indian Education. ERIC Digest.
ED 348 199 (RC)

Perrone, Vito
On Standardized Testing. ERIC Digest.
ED 338 445 (PS)

Perry, Nancy S.
Educational Reform and the School Counselor. ERIC Digest.
ED 347 491 (CG)

Peterson, David
School-Based Budgeting. ERIC Digest, Number 64.
ED 336 865 (EA)
School-Based Management and Student Performance. ERIC Digest, Number 62.
ED 336 845 (EA)

Peterson, Marla
Challenges to and Censorship of School Guidance Materials. ERIC Digest.
ED 347 479 (CG)

Pinkerton, Dianna
Preparing Children with Disabilities for School. ERIC Digest #E503.
ED 340 147 (EC)
Substance Exposed Infants and Children. ERIC Digest #E505.
ED 340 149 (EC)

Poppen, William
Challenges to and Censorship of School Guidance Materials. ERIC Digest.
ED 347 479 (CG)

Prager, Carolyn
Learning Centers for the 1990's. ERIC Digest.
ED 338 295 (JC)

Pugh, Sharon L.
Bridging: A Teacher's Guide to Metaphorical Thinking.
ED 341 985 (CS)

Rafilson, Fred
The Case for Validity Generalization. ERIC/TM Digest.
ED 338 699 (TM)

Remley, Theodore P.
Counselor Membership in ACA. ERIC Digest.
ED 347 474 (CG)

Renchler, Ron
School Leadership and Student Motivation. ERIC Digest, Number 71.
ED 346 558 (EA)
Urban Superintendent Turnover: The Need for Stability.
ED 346 546 (EA)

Resnick, Lauren
National Research Center on Student Learning. ERIC/TM Digest.
ED 338 704 (TM)

Richards, Anthony
Changing Schools through Experiential Education. ERIC Digest.
ED 345 929 (RC)

Richmond, Lee J.
Counselor Membership in ACA. ERIC Digest.
ED 347 474 (CG)

Robinson, Edward H., III
Coping with Fears and Stress. ERIC Digest.
ED 341 888 (CG)

Robinson, Richard D.
Teacher Effectiveness and Reading Instruction.
ED 337 761 (CS)

Rose, Amy D.
Ends or Means: An Overview of the History of the Adult Education Act. Information Series No. 346.
ED 341 875 (CE)

Roth, Charles E.
Environmental Literacy: Its Roots, Evolution and Directions in the 1990s.
ED 348 235 (SE)

Rotter, Joseph C.
Coping with Fears and Stress. ERIC Digest.
ED 341 888 (CG)

Rudner, Lawrence M.
Assessing Civics Education. ERIC/TM Digest.
ED 338 698 (TM)
Meta-Analysis in Educational Research. ERIC Digest.
ED 339 748 (TM)

Rudy, Kathryn
Homeless and in Need of Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 167 (EC)

Sanborn, Robert
Internationalizing the University Career Center. ERIC Digest.
ED 341 889 (CG)

Schaub, Ray
Foreign Languages and International Business. ERIC Digest.
ED 347 851 (FL)

Schlene, Vickie J.
World War II in the Curriculum. ERIC Digest.
ED 348 319 (SO)

Schroeder, Eileen E.
Interactive Multimedia Computer Systems. ERIC Digest.
ED 340 388 (IR)

Schwartz, Wendy
Equal Mathematics Education for Female Students. ERIC/CUE Digest, Number 78.
ED 344 977 (UD)

Sclan, Eileen
Beginning Teacher Performance Evaluation: An Overview of State Policies. Trends and Issues Paper No. 7.
ED 341 689 (SP)

Sensenbaugh, Roger
Helping Children Overcome Reading Difficulties. ERIC Digest.
ED 344 190 (CS)
Reading and Writing across the High School Science and Math Curriculum. Teaching Resources in the ERIC Database (TRIED).
ED 347 518 (CS)

Shavelson, Richard J.
Steps in Designing an Indicator System. ERIC/TM Digest.
ED 338 700 (TM)
What Are Educational Indicators and Indicator Systems? ERIC/TM Digest.
ED 338 701 (TM)

Shermis, S. Samuel
Critical Thinking: Helping Students Learn Reflectively.
ED 341 954 (CS)

Siegel, Donna Farrell
Prescription for Literacy: Providing Critical Educational Experiences. ERIC Digest.
ED 340 001 (CS)

Simpson, Richard L.
Programming for Aggressive and Violent Students. Exceptional Children at Risk: CEC Mini-Library.
ED 339 164 (EC)

Sitts, Maxine K.
A Practical Guide to Preservation in School and Public Libraries.
ED 340 391 (IR)

Smith, Carl B.
Helping Children Overcome Reading Difficulties. ERIC Digest.
ED 344 190 (CS)

Smith, Carl B., Ed.
Alternative Assessment of Performance in the Language Arts: What Are We Doing Now? Where Are We Going? Proceedings of a National Symposium (Bloomington, Indiana, August 27, 1990).
ED 339 044 (CS)

Spence, Donald, Ed.
Internationalizing the U.S. Classroom: Japan as a Model.
ED 343 842 (SO)

Spitzer, Kathleen L.
Fax for Library Services. ERIC Digest.
ED 341 407 (IR)

Stansfield, Charles W.
ACTFL Speaking Proficiency Guidelines. ERIC Digest.
ED 347 852 (FL)

Stevens, Peggy Walker
Changing Schools through Experiential Education. ERIC Digest.
ED 345 929 (RC)

Stone, LeeAnn
Task-Based Activities: Making the Language Laboratory Interactive. ERIC Digest.
ED 343 407 (FL)

Stonehill, Robert M.
Myths and Realities about ERIC. ERIC Digest.
ED 345 756 (IR)

Stotsky, Sandra
The Connections between Language Education and Civic Education. ERIC Digest.
ED 348 318 (SO)

Stripling, Barbara K.
Libraries for the National Education Goals.
ED 345 752 (IR)

Summerfield, Liane M.
Credentialing in the Health, Leisure, and Movement Professions. Trends and Issues Paper No. 5.
ED 339 697 (SP)

Tennant, Roy
Internet Basics. ERIC Digest.
ED 348 054 (IR)

Theobald, Paul
Rural Philosophy for Education: Wendell Berry's Tradition. ERIC Digest.
ED 345 930 (RC)

Thomas, Ruth G.
Cognitive Theory-Based Teaching and Learning in Vocational Education. Information Series No. 349.
ED 345 109 (CE)

Tierney, Michael
In Our Own Words: Community Story Traditions To Prevent and Heal Substance Abuse. A Teacher's Guide with Examples from Native American and Rural Contexts.
ED 348 203 (RC)

Tierney, William
Meeting the Mandate: Renewing the College and Departmental Curriculum. ERIC Digest.
ED 347 957 (HE)

Tierney, William G.
Meeting the Mandate: Renewing the College and Departmental Curriculum. ASHE-ERIC Higher Education Report No. 6, 1991.
ED 345 603 (HE)

Toombs, William
Meeting the Mandate: Renewing the College and Departmental Curriculum. ASHE-ERIC Higher Education Report No. 6, 1991.
ED 345 603 (HE)
Meeting the Mandate: Renewing the College and Departmental Curriculum. ERIC Digest.
ED 347 957 (HE)

Villegas, Ana Maria
Culturally Responsive Pedagogy for the 1990s and Beyond. Trends and Issues Paper No. 6.
ED 339 698 (SP)

Vilter, William R., Ed.
Prisoners of Elitism: The Community College's Struggle for Stature. New Directions for Community Colleges, Number 78.
ED 346 944 (JC)

Vincent, Lisbeth J.
Born Substance Exposed, Educationally Vulnerable. Exceptional Children at Risk: CEC Mini-Library.
ED 339 169 (EC)

Voght, Geoffrey M
Foreign Languages and International Business. ERIC Digest.
ED 347 851 (FL)

Waggaman, John S.
Strategies and Consequences. Managing the Costs in Higher Education. ASHE-ERIC Higher Education Report No. 8.
ED 347 921 (HE)
Strategies and Consequences: Managing the Costs in Higher Education. ERIC Digest.
ED 347 959 (HE)

Wagner, Judith O.
Job Search Methods. ERIC Digest No. 121.
ED 346 318 (CE)

Walz, Garry R.
CHDF-Partner in Professionalism. ERIC Digest.
ED 347 471 (CG)
ERIC/CAPS-Expanding Counselor Choice. ERIC Digest.
ED 347 473 (CG)

Walz, Garry R., Ed.
Developing Support Groups for Students: Helping Students Cope with Crises.
ED 340 986 (CG)

Warger, Cynthia L.
Abuse and Neglect of Exceptional Children. Exceptional Children at Risk: CEC Mini-Library.
ED 339 165 (EC)

Weaver, Tyler
Controlled Choice: An Alternative School Choice Plan. ERIC Digest, Number 70.
ED 344 342 (EA)
Total Quality Management. ERIC Digest, Number 73.
ED 347 670 (EA)
Year-Round Education. ERIC Digest, Number 68.
ED 342 107 (EA)

Weller, Carolyn R., Ed.
Cataloging. ERIC Processing Manual, Section V.
ED 348 060 (IR)
Data Entry. ERIC Processing Manual, Section IX.
ED 348 065 (IR)
ERIC Clearinghouse Publications, 1991. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1991.
ED 348 053 (IR)
Vocabulary Development and Maintenance-Identifiers. ERIC Processing Manual, Section VIII (Part 2).
ED 348 064 (IR)

Whetzel, Deborah
The Secretary of Labor's Commission on Achieving Necessary Skills. ERIC Digest.
ED 339 749 (TM)

Wilcox, John R.
The Leadership Compass: Values and Ethics in Higher Education. ASHE-ERIC Higher Education Report No. 1, 1992.
ED 347 955 (HE)

Wilcox, Phyllis
Teaching ASL as a Second Language. ERIC Digest.
ED 343 408 (FL)

Wilcox, Sherman
Teaching ASL as a Second Language. ERIC Digest.
ED 343 408 (FL)

Wildermuth, Victoria
The Counselor and NBCC. ERIC Digest.
ED 347 472 (CG)

Williams, Dana Nicole
The Role of Scholarship in the Community College. ERIC Digest.
ED 338 294 (JC)

Wittmer, Joe
Valuing Diversity in the Schools: The Counselor's Role. ERIC Digest.
ED 347 475 (CG)

Wojtan, Linda S., Ed.
Internationalizing the U.S. Classroom: Japan as a Model.
ED 343 842 (SO)

Wonacott, Michael E.
Apprenticeship and the Future of the Work Force. ERIC Digest No. 124.
ED 347 403 (CE)

Yeaman, Andrew R. J.
Postmodern Educational Technology. ERIC Digest.
ED 348 042 (IR)

Institution Index

ACCESS ERIC, Rockville, MD.
Parents and Schooling in the 1990s. Parent Involvement at the Middle School Level.
ED 340 387 (IR)
Readiness: Children and Their Schools. Getting Ready for Readiness: A Case Study. The ERIC Review.
ED 343 583 (IR)

Adjunct ERIC Clearinghouse for Art Education, Bloomington, IN.
Examining Discipline-Based Art Education as a Curriculum Construct.
ED 338 540 (SO)
Post-Modernism, Art Educators, and Art Education. ERIC Digest.
ED 348 328 (SO)

American Association of Univ. Administrators, Washington, D.C.
Dimensions of Balance in an Administrator's Life.
ED 341 300 (HE)

Appalachia Educational Lab., Charleston, W. Va.
Systemic Reform in Six Rural Districts: A Case Study of First Reactions to the Kentucky Education Reform Act of 1990.
ED 336 238 (RC)

ARC Professional Services Group, Rockville, MD. Information Systems Div.
Abstracting/Annotating. ERIC Processing Manual, Section VI.
ED 348 061 (IR)
Acquisitions. ERIC Processing Manual, Section II.
ED 348 057 (IR)
Cataloging. ERIC Processing Manual, Section V.
ED 348 060 (IR)
Database Changes (Post-Publication). ERIC Processing Manual, Section X.
ED 348 066 (IR)
Data Entry. ERIC Processing Manual, Section IX.
ED 348 065 (IR)
Document Preparation (for Filming). ERIC Processing Manual, Appendix B.
ED 348 068 (IR)
ERIC Clearinghouse Scope of Interest Guide. ERIC Processing Manual, Appendix A.
ED 348 067 (IR)
ERIC Indexing Handbook (Clearinghouse Indexing Practices). ERIC Processing Manual, Appendix C.
ED 348 069 (IR)
ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network.
ED 348 055 (IR)
Glossary of Terms (with Acronym List). ERIC Processing Manual.
ED 348 070 (IR)
Handling and Shipping. ERIC Processing Manual, Section IV.
ED 348 059 (IR)
Indexing. ERIC Processing Manual, Section VII.
ED 348 062 (IR)
Introduction. ERIC Processing Manual, Section I.
ED 348 056 (IR)
Selection. ERIC Processing Manual, Section III.
ED 348 058 (IR)
Vocabulary Development and Maintenance–Descriptors. ERIC Processing Manual, Section VIII (Part 1).
ED 348 063 (IR)
Vocabulary Development and Maintenance–Identifiers. ERIC Processing Manual, Section VIII (Part 2).
ED 348 064 (IR)

Association for the Study of Higher Education.
Academic Advising for Student Success: A System of Shared Responsibility. ASHE-ERIC Higher Education Report No. 3, 1991.
ED 339 272 (HE)
Active Learning: Creating Excitement in the Classroom. 1991 ASHE-ERIC Higher Education Reports.
ED 336 049 (HE)
Cooperative Learning: Increasing College Faculty Instructional Productivity. ASHE-ERIC Higher Education Report No. 4, 1991.
ED 343 465 (HE)
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ASHE-ERIC Higher Education Report No. 7, 1991.
ED 346 805 (HE)
High School-College Partnerships: Conceptual Models, Programs, and Issues. ASHE-ERIC Higher Education Report No. 5, 1991.
ED 343 546 (HE)
The Leadership Compass: Values and Ethics in Higher Education. ASHE-ERIC Higher Education Report No. 1, 1992.
ED 347 955 (HE)
Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. 1991 ASHE-ERIC Higher Education Report 2.
ED 338 128 (HE)
Strategies and Consequences. Managing the Costs in Higher Education. ASHE-ERIC Higher Education Report No. 8.
ED 347 921 (HE)

Columbia Univ., New York, N.Y. Teachers College.
Fostering High Achievement in African American Children: Home, School, and Public Policy Influences. Trends and Issues No. 16.
ED 348 464 (UD)
Teaching Mathematics Effectively and Equitably to Females. Trends and Issues No. 17.
ED 348 465 (UD)

Council for Exceptional Children, Reston, Va.
Abuse and Neglect of Exceptional Children. Exceptional Children at Risk: CEC Mini-Library.
ED 339 165 (EC)
Alcohol and Other Drugs: Use, Abuse, and Disabilities. Exceptional Children at Risk: CEC Mini-Library.
ED 339 172 (EC)
Alcohol and Other Drug Use by Adolescents with Disabilities. ERIC Digest #E506.
ED 340 150 (EC)
Born Substance Exposed, Educationally Vulnerable. Exceptional Children at Risk: CEC Mini-Library.
ED 339 169 (EC)
Delivering Special Education: Statistics and Trends. Revised. ERIC Digest #E463.
ED 340 154 (EC)
Depression and Suicide: Special Education Students at Risk. Exceptional Children at Risk: CEC Mini-Library.
ED 339 170 (EC)
Developing Effective Programs for Special Education Students Who Are Homeless. ERIC Digest #E504.
ED 340 148 (EC)
Differentiating Curriculum for Gifted Students. ERIC Digest #E510.
ED 342 175 (EC)
Double Jeopardy: Pregnant and Parenting Youth in Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 174 (EC)

Hidden Youth: Dropouts from Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 168 (EC)
HIV Prevention Education for Exceptional Youth: Why HIV Prevention Education Is Important. ERIC Digest #E507.
ED 340 151 (EC)
Homeless and in Need of Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 167 (EC)
Juvenile Corrections and the Exceptional Student. ERIC Digest #E509.
ED 340 153 (EC)
Language Minority Students with Disabilities. Exceptional Children at Risk: CEC Mini-Library.
ED 339 171 (EC)
Preparing Children with Disabilities for School. ERIC Digest #E503.
ED 340 147 (EC)
Programming for Aggressive and Violent Students. Exceptional Children at Risk: CEC Mini-Library.
ED 339 164 (EC)
Programs and Practices in Gifted Education: Projects Funded by the Jacob K. Javits Gifted and Talented Students Education Act of 1988.
ED 347 766 (EC)
Rural, Exceptional, At Risk. Exceptional Children at Risk: CEC Mini-Library.
ED 339 173 (EC)
Special Health Care in the School. Exceptional Children at Risk: CEC Mini-Library.
ED 339 166 (EC)
Substance Exposed Infants and Children. ERIC Digest #E505.
ED 340 149 (EC)
Suicide and the Exceptional Child. ERIC Digest #E508.
ED 340 152 (EC)

Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
Retaining Good Teachers in Urban Schools. ERIC/CUE Digest, Number 77.
ED 341 762 (UD)

Educational Resources Information Center (ED), Washington, DC.
Abstracting/Annotating. ERIC Processing Manual, Section VI.
ED 348 061 (IR)
Acquisitions. ERIC Processing Manual, Section II.
ED 348 057 (IR)
Cataloging. ERIC Processing Manual, Section V.
ED 348 060 (IR)
Database Changes (Post-Publication). ERIC Processing Manual, Section X.
ED 348 066 (IR)
Data Entry. ERIC Processing Manual, Section IX.
ED 348 065 (IR)
Document Preparation (for Filming). ERIC Processing Manual, Appendix B.
ED 348 068 (IR)
ERIC Clearinghouse Scope of Interest Guide. ERIC Processing Manual, Appendix A.
ED 348 067 (IR)
ERIC Indexing Handbook (Clearinghouse Indexing Practices). ERIC Processing Manual, Appendix C.
ED 348 069 (IR)
ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network.
ED 348 055 (IR)
Glossary of Terms (with Acronym List). ERIC Processing Manual.
ED 348 070 (IR)
Handling and Shipping. ERIC Processing Manual, Section IV.
ED 348 059 (IR)
Indexing. ERIC Processing Manual, Section VII.
ED 348 062 (IR)
Introduction. ERIC Processing Manual, Section I.
ED 348 056 (IR)
Selection. ERIC Processing Manual, Section III.
ED 348 058 (IR)
Vocabulary Development and Maintenance–Descriptors. ERIC Processing Manual, Section VIII (Part 1).
ED 348 063 (IR)
Vocabulary Development and Maintenance–Identifiers. ERIC Processing Manual, Section VIII (Part 2).
ED 348 064 (IR)

Education Development Center, Inc., Newton, MA. Center for Equity and Cultural Diversity.
Equal Mathematics Education for Female Students. ERIC/CUE Digest, Number 78.
ED 344 977 (UD)
Teaching Mathematics Effectively and Equitably to Females. Trends and Issues No. 17.
ED 348 465 (UD)

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
The Collegiate Function of Community Colleges: Fostering Higher Learning through Curriculum and Student Transfer.
ED 348 111 (JC)
Critical Thinking: Educational Imperative. New Directions for Community Colleges, Number 77, Spring 1992.
ED 342 453 (JC)
Critical Thinking in Community Colleges. ERIC Digest.
ED 348 128 (JC)
In the Shadow of Baccalaureate Institutions. ERIC Digest.
ED 348 129 (JC)
Learning Centers for the 1990's. ERIC Digest.
ED 338 295 (JC)
Prisoners of Elitism: The Community College's Struggle for Stature. New Directions for Community Colleges, Number 78.
ED 346 944 (JC)
The Role of Scholarship in the Community College. ERIC Digest.
ED 338 294 (JC)
The Role of the Community College in Economic and Workforce Development. ERIC Digest.
ED 339 443 (JC)

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Environmental Literacy: Its Roots, Evolution and Directions in the 1990s.
ED 348 235 (SE)
Integrating Science and Mathematics in Teaching and Learning: A Bibliography.
ED 348 233 (SE)
National Association for Research in Science Teaching Annual Conference, Abstracts of Presented Papers (62nd, San Francisco, California, March 30-April 1, 1989).
ED 348 208 (SE)
A Summary of Research in Science Education 1990.
ED 348 234 (SE)

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
The Connections between Language Education and Civic Education. ERIC Digest.
ED 348 318 (SO)
The Core Ideas of "CIVITAS: A Framework for Civic Education." ERIC Digest.
ED 346 016 (SO)
Examining Discipline-Based Art Education as a Curriculum Construct.
ED 338 540 (SO)
Internationalizing the U.S. Classroom: Japan as a Model.
ED 343 842 (SO)
Lessons about Art in History and History in Art.
ED 348 297 (SO)
"Remember Our Faces"–Teaching about the Holocaust. ERIC Digest.
ED 345 990 (SO)
Teaching about the Constitutional Rights of Students. ERIC Digest.
ED 348 320 (SO)
Teaching about the Two Koreas. ERIC Digest.
ED 339 672 (SO)
Teaching about the Voyages of Columbus. ERIC Digest.
ED 348 317 (SO)
Teaching the Law Using United States Supreme Court Cases. ERIC Digest.
ED 339 673 (SO)
World War II in the Curriculum. ERIC Digest.
ED 348 319 (SO)

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
The Adult Education Act: A Guide to the Literature and Funded Projects. Information Series No. 347.
ED 341 876 (CE)
Adult Literacy. Trends and Issues Alerts.
ED 340 944 (CE)
Adults in Career Transition. ERIC Digest No. 115.
ED 338 896 (CE)
Apprenticeship and the Future of the Work Force. ERIC Digest No. 124.
ED 347 403 (CE)
Career Development Outcomes. Trends and Issues Alerts.
ED 340 945 (CE)
Cognitive Theory-Based Teaching and Learning in Vocational Education. Information Series No. 349.
ED 345 109 (CE)
Computer-Assisted Instruction in Vocational Education. Practice Application Brief.
ED 347 327 (CE)
Cooperative Learning in Vocational Education. Trends and Issues Alerts.
ED 346 320 (CE)
Ends or Means: An Overview of the History of the Adult Education Act. Information Series No. 346.
ED 341 875 (CE)
Ethical Practice in Adult Education. ERIC Digest No. 116.
ED 338 897 (CE)
Family Literacy Programs and Practices. Practice Application Brief.
ED 347 328 (CE)
Implications of the New Perkins Act. Trends and Issues Alerts.
ED 340 946 (CE)
Integrating Academic and Vocational Education: Strategies for Implementation. ERIC Digest No. 120.
ED 346 317 (CE)
Interagency Collaboration: Its Role in Welfare Reform. ERIC Digest No. 126.
ED 347 405 (CE)
Job Search Methods. ERIC Digest No. 121.
ED 346 318 (CE)
Life Cycles and Career Development: New Models. ERIC Digest No. 119.
ED 346 316 (CE)
Multicultural Career Education and Development. ERIC Digest No. 123.
ED 347 402 (CE)
A Multicultural Focus on Career Education. Information Series No. 348.
ED 341 877 (CE)
Part-Time Students in Higher Education. Trends and Issues Alerts.
ED 342 931 (CE)
Reflective Practice in Adult Education. ERIC Digest No. 122.
ED 346 319 (CE)
Strategies for Implementing the National Career Development Guidelines. ERIC Digest No. 117.
ED 338 898 (CE)
Tech Prep. Trends and Issues Alerts.
ED 342 932 (CE)
Total Quality Management: Application in Vocational Education. ERIC Digest No. 125.
ED 347 404 (CE)
The Vocational Education/Entrepreneurship Match. ERIC Digest No. 118.
ED 338 899 (CE)
Vocational Education Involvement with Business/Industry/Labor. Trends and Issues Alerts.
ED 340 947 (CE)
Workplace Literacy: An Update. Trends and Issues Alerts.
ED 346 321 (CE)

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Accreditation of College and University Counseling Services. ERIC Digest.
ED 347 488 (CG)

Action-Oriented Research: Promoting School Counselor Advocacy and Accountability. ERIC Digest.
ED 347 477 (CG)

Are School-Based Drug Prevention Programs Working? ERIC Digest.
ED 341 886 (CG)

Building Blocks of Computer-Based Career Planning Systems. ERIC Digest.
ED 347 478 (CG)

Building Community for the 21st Century. ERIC Digest.
ED 347 489 (CG)

CACREP Accreditation: Setting the Standard for Counselor Preparation. ERIC Digest.
ED 347 470 (CG)

Challenges to and Censorship of School Guidance Materials. ERIC Digest.
ED 347 479 (CG)

Challenging Troublesome Career Beliefs. ERIC Digest.
ED 347 481 (CG)

CHDF-Partner in Professionalism. ERIC Digest.
ED 347 471 (CG)

Consulting with the Judiciary: A Challenging Opportunity for the Counselor Educator. ERIC Digest.
ED 347 490 (CG)

Coping with Fears and Stress. ERIC Digest.
ED 341 888 (CG)

Counseling Teenage Fathers: The "Maximizing a Life Experience" (MALE) Group. ERIC Digest.
ED 341 891 (CG)

Counseling Using Technology with At-Risk Youth. ERIC Digest.
ED 347 480 (CG)

The Counselor and NBCC. ERIC Digest.
ED 347 472 (CG)

Counselor Membership in ACA. ERIC Digest.
ED 347 474 (CG)

Developing Support Groups for Students: Helping Students Cope with Crises.
ED 340 986 (CG)

Differentiating between Counseling Theory and Process. ERIC Digest.
ED 347 485 (CG)

Educational Reform and the School Counselor. ERIC Digest.
ED 347 491 (CG)

Empowering Young Black Males. ERIC Digest.
ED 341 887 (CG)

ERIC/CAPS-Expanding Counselor Choice. ERIC Digest.
ED 347 473 (CG)

Family Counseling in the Schools. ERIC Digest.
ED 347 482 (CG)

Internationalizing the University Career Center. ERIC Digest.
ED 341 889 (CG)

Learning Styles Counseling. ERIC Digest.
ED 341 890 (CG)

Marketing Yourself as a Professional Counselor. ERIC Digest.
ED 347 492 (CG)

The National Career Development Guidelines. ERIC Digest.
ED 347 493 (CG)

Nontraditional College Students. ERIC Digest.
ED 347 483 (CG)

Peer Consultation for Professional Counselors. ERIC Digest.
ED 347 476 (CG)

Peer Leaders in Drug Abuse Prevention. ERIC Digest.
ED 341 892 (CG)

Pluralism and Education: Its Meaning and Method. ERIC Digest.
ED 347 494 (CG)

Positive Uncertainty: A Paradoxical Philosophy of Counseling Whose Time Has Come. ERIC Digest.
ED 347 486 (CG)

The Professionalization of Student Affairs Staff. ERIC Digest.
ED 347 495 (CG)

Qualitative Research in Student Affairs. ERIC Digest.
ED 347 487 (CG)

School Children and Fitness: Aerobics for Life. ERIC Digest.
ED 347 484 (CG)

Valuing Diversity in the Schools: The Counselor's Role. ERIC Digest.
ED 347 475 (CG)

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

At-Risk Families & Schools: Becoming Partners.
ED 342 055 (EA)

At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services. Volume 5: Attendance Services.
ED 347 621 (EA)

Building Relationships between Schools and Social Services. ERIC Digest Series No. 66.
ED 339 111 (EA)

Controlled Choice: An Alternative School Choice Plan. ERIC Digest, Number 70.
ED 344 342 (EA)

ERIC Digests, 1988-1991: A Compendium of Forty Titles.
ED 341 116 (EA)

Family Involvement.
ED 343 233 (EA)

Five Key Issues in Restructuring. ERIC Digest, Number 69.
ED 344 329 (EA)

Getting Serious about Sexual Harassment. ERIC Digest, Number 75.
ED 347 699 (EA)

Graying Teachers: A Report on State Pension Systems and School District Early Retirement Incentives.
ED 347 620 (EA)

Identifying Potential Dropouts. ERIC Digest.
ED 339 092 (EA)

Nongraded Primary Education. ERIC Digest, Number 74.
ED 347 637 (EA)

Principals: How To Train, Recruit, Select, Induct, and Evaluate Leaders for America's Schools.
ED 337 843 (EA)

Problem Based Learning for Administrators.
ED 347 617 (EA)

School-Based Budgeting. ERIC Digest, Number 64.
ED 336 865 (EA)

School-Based Management and Student Performance. ERIC Digest, Number 62.
ED 336 845 (EA)

School Leadership and Student Motivation. ERIC Digest, Number 71.
ED 346 558 (EA)

Schools Attack the Roots of Violence. ERIC Digest, Number 63.
ED 335 806 (EA)

Some Emerging Trends in School Restructuring. ERIC Digest, Number 67.
ED 343 196 (EA)

Total Quality Management. ERIC Digest, Number 73.
ED 347 670 (EA)

Transformational Leadership. ERIC Digest, Number 72.
ED 347 636 (EA)

Understanding Variables & Hypotheses in Scientific Research.
ED 342 056 (EA)

Urban Superintendent Turnover: The Need for Stability.
ED 346 546 (EA)

Year-Round Education. ERIC Digest, Number 68.
ED 342 107 (EA)

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Beyond Transition: Ensuring Continuity in Early Childhood Services. ERIC Digest.
ED 345 867 (PS)

Child Care Resource and Referral Agencies. ERIC Digest.
ED 338 444 (PS)

Having Friends, Making Friends, and Keeping Friends: Relationships as Educational Contexts. ERIC Digest.
ED 345 854 (PS)

Library Latchkey Children. ERIC Digest.
ED 343 687 (PS)

Montessori Programs in Public Schools. ERIC Digest.
ED 348 165 (PS)

On Standardized Testing. ERIC Digest.
ED 338 445 (PS)

Planning for Parent Participation in Schools for Young Children. ERIC Digest.
ED 342 463 (PS)

The Role of Parents in the Development of Peer Group Competence. ERIC Digest.
ED 346 992 (PS)

Teaching with a Multicultural Perspective. ERIC Digest.
ED 339 548 (PS)

Understanding and Facilitating Preschool Children's Peer Acceptance. ERIC Digest.
ED 345 866 (PS)

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Abuse and Neglect of Exceptional Children. Exceptional Children at Risk: CEC Mini-Library.
ED 339 165 (EC)

Alcohol and Other Drugs: Use, Abuse, and Disabilities. Exceptional Children at Risk: CEC Mini-Library.
ED 339 172 (EC)

Alcohol and Other Drug Use by Adolescents with Disabilities. ERIC Digest #E506.
ED 340 150 (EC)

Born Substance Exposed, Educationally Vulnerable. Exceptional Children at Risk: CEC Mini-Library.
ED 339 169 (EC)

Delivering Special Education: Statistics and Trends. Revised. ERIC Digest #E463.
ED 340 154 (EC)

Depression and Suicide: Special Education Students at Risk. Exceptional Children at Risk: CEC Mini-Library.
ED 339 170 (EC)

Developing Effective Programs for Special Education Students Who Are Homeless. ERIC Digest #E504.
ED 340 148 (EC)

Differentiating Curriculum for Gifted Students. ERIC Digest #E510.
ED 342 175 (EC)

Double Jeopardy: Pregnant and Parenting Youth in Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 174 (EC)

Hidden Youth: Dropouts from Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 168 (EC)

HIV Prevention Education for Exceptional Youth: Why HIV Prevention Education Is Important. ERIC Digest #E507.
ED 340 151 (EC)

Homeless and in Need of Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 167 (EC)

Juvenile Corrections and the Exceptional Student. ERIC Digest #E509.
ED 340 153 (EC)

Language Minority Students with Disabilities. Exceptional Children at Risk: CEC Mini-Library.
ED 339 171 (EC)

Preparing Children with Disabilities for School. ERIC Digest #E503.
ED 340 147 (EC)

Programming for Aggressive and Violent Students. Exceptional Children at Risk: CEC Mini-Library.
ED 339 164 (EC)

Programs and Practices in Gifted Education: Projects Funded by the Jacob K. Javits Gifted and Talented Students Education Act of 1988.
ED 347 766 (EC)

Rural, Exceptional, At Risk. Exceptional Children at Risk: CEC Mini-Library.
ED 339 173 (EC)

Special Health Care in the School. Exceptional Children at Risk: CEC Mini-Library.
ED 339 166 (EC)

BEST COPY AVAILABLE

Substance Exposed Infants and Children. ERIC Digest #E505.
ED 340 149 (EC)

Suicide and the Exceptional Child. ERIC Digest #E508.
ED 340 152 (EC)

ERIC Clearinghouse on Higher Education, Washington, D.C.

Academic Advising for Student Success: A System of Shared Responsibility. ASHE-ERIC Higher Education Report No. 3, 1991.
ED 339 272 (HE)

Academic Advising for Student Success: A System of Shared Responsibility. ERIC Digest.
ED 340 274 (HE)

Active Learning: Creating Excitement in the Classroom. ERIC Digest.
ED 340 272 (HE)

Active Learning: Creating Excitement in the Classroom. 1991 ASHE-ERIC Higher Education Reports.
ED 336 049 (HE)

College Alcohol and Drug Abuse Prevention Programs: An Update. ERIC Digest.
ED 347 960 (HE)

College Outcomes and Assessment: A Select Bibliography from the ERIC Database. Editions 1-4 (Covering 461 Items Dated 1977-1991).
ED 345 598 (HE)

Cooperative Learning: Increasing College Faculty Instructional Productivity. ASHE-ERIC Higher Education Report No. 4, 1991.
ED 343 465 (HE)

Cooperative Learning: Increasing College Faculty Instructional Productivity. ERIC Digest.
ED 347 871 (HE)

Dimensions of Balance in an Administrator's Life.
ED 341 300 (HE)

Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ASHE-ERIC Higher Education Report No. 7, 1991.
ED 346 805 (HE)

Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ERIC Digest.
ED 347 958 (HE)

High School-College Partnerships: Conceptual Models, Programs, and Issues. ASHE-ERIC Higher Education Report No. 5, 1991.
ED 343 546 (HE)

High School-College Partnerships: Conceptual Models, Programs, and Issues. ERIC Digest.
ED 347 956 (HE)

The Leadership Compass: Values and Ethics in Higher Education. ASHE-ERIC Higher Education Report No. 1, 1992.
ED 347 955 (HE)

Meeting the Mandate: Renewing the College and Departmental Curriculum. ASHE-ERIC Higher Education Report No. 6, 1991.
ED 345 603 (HE)

Meeting the Mandate: Renewing the College and Departmental Curriculum. ERIC Digest.
ED 347 957 (HE)

Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. ERIC Digest.
ED 340 273 (HE)

Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. 1991 ASHE-ERIC Higher Education Report 2.
ED 338 128 (HE)

Strategies and Consequences. Managing the Costs in Higher Education. ASHE-ERIC Higher Education Report No. 8.
ED 347 921 (HE)

Strategies and Consequences: Managing the Costs in Higher Education. ERIC Digest.
ED 347 959 (HE)

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Computer Applications in Education: The Best of ERIC 1990.
ED 345 715 (IR)

Computer-Based Education: The Best of ERIC, 1989.
ED 341 386 (IR)

Fax for Library Services. ERIC Digest.
ED 341 407 (IR)

Interactive Multimedia Computer Systems. ERIC Digest.
ED 340 388 (IR)

Internet Basics. ERIC Digest.
ED 348 054 (IR)

Libraries for the National Education Goals.
ED 345 752 (IR)

Libraries for the National Education Goals. ERIC Digest.
ED 345 753 (IR)

Myths and Realities about ERIC. ERIC Digest.
ED 345 756 (IR)

The National Research and Education Network (NREN): Update 1991. ERIC Digest.
ED 340 390 (IR)

Postmodern Educational Technology. ERIC Digest.
ED 348 042 (IR)

A Practical Guide to Preservation in School and Public Libraries.
ED 340 391 (IR)

Psychological Dimensions of User-Computer Interfaces. ERIC Digest.
ED 337 203 (IR)

Technology and Equity. ERIC Digest.
ED 339 400 (IR)

Trends in Educational Technology.
ED 346 850 (IR)

Trends in Educational Technology 1991. ERIC Digest.
ED 343 617 (IR)

Trends & Issues in Library & Information Science 1990. ERIC Digest.
ED 340 389 (IR)

Whole Language in an Elementary School Library Media Center. ERIC Digest.
ED 346 874 (IR)

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

ACTFL Speaking Proficiency Guidelines. ERIC Digest.
ED 347 852 (FL)

African-American Students and Foreign Language Learning. ERIC Digest.
ED 345 583 (FL)

Cooperative Learning for Students from Diverse Language Backgrounds. ERIC Digest.
ED 347 853 (FL)

Foreign Languages and International Business. ERIC Digest.
ED 347 851 (FL)

Instructional Conversations. ERIC Digest.
ED 347 850 (FL)

Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. 1992 Update. ERIC Digest.
ED 343 410 (FL)

Task-Based Activities: Making the Language Laboratory Interactive. ERIC Digest.
ED 343 407 (FL)

Teaching ASL as a Second Language. ERIC Digest.
ED 343 408 (FL)

Translating and Interpreting Programs: A Scottish Example. ERIC Digest.
ED 347 854 (FL)

The Translation Profession. ERIC Digest.
ED 345 540 (FL)

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Alternative Assessment of Performance in the Language Arts: What Are We Doing Now? Where Are We Going? Proceedings of a National Symposium (Bloomington, Indiana, August 27, 1990).
ED 339 044 (CS)

Bridging: A Teacher's Guide to Metaphorical Thinking.
ED 341 985 (CS)

Celebrate Literacy! The Joy of Reading and Writing. Teaching Resources in the ERIC Database (TRIED).
ED 347 519 (CS)

Clear Writing in the Professions. ERIC Digest.
ED 343 136 (CS)

Communication Strategies for Employment Interviews. ERIC Digest.
ED 341 111 (CS)

Critical Thinking across the Curriculum: Building the Analytical Classroom.
ED 347 511 (CS)

Critical Thinking: Helping Students Learn Reflectively.
ED 341 954 (CS)

Health Communication in the 90s. ERIC Digest.
ED 347 608 (CS)

Helping Children Overcome Reading Difficulties. ERIC Digest.
ED 344 190 (CS)

Literature. Special Collection Number 8.
ED 337 805 (CS)

Mass Communication. Special Collection Number 10.
ED 339 074 (CS)

The Media's Role in Political Campaigns. ERIC Digest.
ED 346 527 (CS)

Personal Communication. Special Collection Number 11.
ED 339 073 (CS)

Portfolio and Test Essay: The Best of Both Writing Assessment Worlds at SUNY Brockport. ERIC Digest.
ED 347 572 (CS)

Prescription for Literacy: Providing Critical Educational Experiences. ERIC Digest.
ED 340 001 (CS)

A Professor Responds by Computer to the Writing of Elementary Students. ERIC Digest.
ED 341 061 (CS)

Punctuation: Less Is More? ERIC Digest.
ED 347 553 (CS)

Reading and Writing across the High School Science and Math Curriculum. Teaching Resources in the ERIC Database (TRIED).
ED 347 518 (CS)

Reading: Middle and Secondary. Special Collection Number 7.
ED 337 762 (CS)

Student Literacy. Special Collection Number 12.
ED 339 029 (CS)

Teacher Effectiveness and Reading Instruction.
ED 337 761 (CS)

Teaching Reading and Writing to Special Students. Special Collection Number 9.
ED 347 500 (CS)

Writing Assessment at the College Level. ERIC Digest.
ED 345 281 (CS)

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

American Indians and Alaska Natives in Higher Education: Research on Participation and Graduation. ERIC Digest.
ED 348 197 (RC)

Changing Schools through Experiential Education. ERIC Digest.
ED 345 929 (RC)

Charting New Maps: Multicultural Education in Rural Schools. ERIC Digest.
ED 348 196 (RC)

The Current Condition of Native Americans. ERIC Digest.
ED 348 202 (RC)

The Distance Education Handbook. An Administrator's Guide for Rural and Remote Schools.
ED 340 547 (RC)

The Emerging Role of Tribal College Libraries in Indian Education. ERIC Digest.
ED 348 199 (RC)

Indian Nations At Risk: Listening to the People. Summaries of Papers Commissioned by the Indian Nations At Risk Task Force of the U.S. Department of Education.
ED 339 588 (RC)

In Our Own Words: Community Story Traditions To Prevent and Heal Substance Abuse. A Teacher's Guide with Examples from Native American and Rural Contexts.
ED 348 203 (RC)

Integrating Mexican-American History and Culture into the Social Studies Classroom. ERIC Digest.
ED 348 200 (RC)

Lasting Lessons: A Teacher's Guide to Reflecting on Experience.
ED 348 204 (RC)

Managing Smallness: Promising Fiscal Practices for Rural School District Administrators.
ED 348 205 (RC)
Rural Philosophy for Education: Wendell Berry's Tradition. ERIC Digest.
ED 345 930 (RC)
Systemic Reform in Six Rural Districts: A Case Study of First Reactions to the Kentucky Education Reform Act of 1990.
ED 336 238 (RC)
Thinking in Outdoor Inquiry. ERIC Digest.
ED 348 198 (RC)
Using Literature by American Indians and Alaska Natives in Secondary Schools. ERIC Digest.
ED 348 201 (RC)
What Can I Become: Educational Aspirations of Students in Rural America. ERIC Digest.
ED 345 931 (RC)

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
A Parent's Guide to the ERIC Database. Where To Turn with Your Questions about Schooling. Revised Edition.
ED 340 541 (RC)

ERIC Clearinghouse on Teacher Education, Washington, D.C.
Beginning Teacher Performance Evaluation: An Overview of State Policies. Trends and Issues Paper No. 7.
ED 341 689 (SP)
Considerations in Teaching Culturally Diverse Children. ERIC Digest.
ED 341 648 (SP)
Credentialing in the Health, Leisure, and Movement Professions. Trends and Issues Paper No. 5.
ED 339 697 (SP)
Culturally Responsive Pedagogy for the 1990s and Beyond. Trends and Issues Paper No. 6.
ED 339 698 (SP)
Ethics in Health, Physical Education, Recreation, and Dance. ERIC Digest.
ED 342 775 (SP)
Model Programs for Middle School Teacher Preparation. ERIC Digest.
ED 338 593 (SP)
Professionalizing Teaching: Is There a Role for Professional Development Schools? ERIC Digest.
ED 347 153 (SP)
So You Want To Be a Teacher. ERIC Digest.
ED 344 872 (SP)
Status of Dance in Education. ERIC Digest.
ED 348 368 (SP)
Supervision of Student Teachers. ERIC Digest.
ED 344 873 (SP)

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
The Application of Case Study Evaluations. ERIC/TM Digest.
ED 338 706 (TM)
Assessing Civics Education. ERIC/TM Digest.
ED 338 698 (TM)
The Case against a National Test. ERIC/TM Digest.
ED 338 703 (TM)
The Case for Validity Generalization. ERIC/TM Digest.
ED 338 699 (TM)
The Center for Research on Evaluation, Standards, and Student Testing (CRESST). ERIC/TM Digest.
ED 338 705 (TM)
Meta-Analysis in Educational Research. ERIC Digest.
ED 339 748 (TM)
National Research Center on Student Learning. ERIC/TM Digest.
ED 338 704 (TM)
The Secretary of Labor's Commission on Achieving Necessary Skills. ERIC Digest.
ED 339 749 (TM)
Steps in Designing an Indicator System. ERIC/TM Digest.
ED 338 700 (TM)
Using Biodata as a Selection Instrument. ERIC/TM Digest.
ED 338 702 (TM)
What Are Educational Indicators and Indicator Systems? ERIC/TM Digest.
ED 338 701 (TM)

ERIC Clearinghouse on Urban Education, New York, N.Y.
Conflict Resolution Programs in Schools. ERIC/CUE Digest Number 74.
ED 338 791 (UD)
Equal Mathematics Education for Female Students. ERIC/CUE Digest, Number 78.
ED 344 977 (UD)
Fostering High Achievement in African American Children: Home, School, and Public Policy Influences. Trends and Issues No. 16.
ED 348 464 (UD)
Highly Mobile Students: Educational Problems and Possible Solutions. ERIC/CUE Digest, Number 73.
ED 338 745 (UD)
Improving Urban Education with Magnet Schools. ERIC/CUE Digest, Number 76.
ED 340 813 (UD)
Managing Youth Programs: A Critical Gap in the Research. ERIC/CUE Digest, Number 79.
ED 344 978 (UD)
Retaining Good Teachers in Urban Schools. ERIC/CUE Digest, Number 77.
ED 341 762 (UD)
Teaching Mathematics Effectively and Equitably to Females. Trends and Issues No. 17.
ED 348 465 (UD)
Urban School Restructuring and Teacher Burnout. ERIC/CUE Digest, Number 75.
ED 340 812 (UD)

ERIC Processing and Reference Facility, Rockville, MD.
Abstracting/Annotating. ERIC Processing Manual, Section VI.
ED 348 061 (IR)
Acquisitions. ERIC Processing Manual, Section II.
ED 348 057 (IR)
Cataloging. ERIC Processing Manual, Section V.
ED 348 060 (IR)
Database Changes (Post-Publication). ERIC Processing Manual, Section X.
ED 348 066 (IR)
Data Entry. ERIC Processing Manual, Section IX.
ED 348 065 (IR)
Document Preparation (for Filming). ERIC Processing Manual, Appendix B.
ED 348 068 (IR)
ERIC Clearinghouse Publications, 1991. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1991.
ED 348 053 (IR)
ERIC Clearinghouse Scope of Interest Guide. ERIC Processing Manual, Appendix A.
ED 348 067 (IR)
ERIC Indexing Handbook (Clearinghouse Indexing Practices). ERIC Processing Manual, Appendix C.
ED 348 069 (IR)
ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network.
ED 348 055 (IR)
Glossary of Terms (with Acronym List). ERIC Processing Manual.
ED 348 070 (IR)
Handling and Shipping. ERIC Processing Manual, Section IV.
ED 348 059 (IR)
Indexing. ERIC Processing Manual, Section VII.
ED 348 062 (IR)
Introduction. ERIC Processing Manual, Section I.
ED 348 056 (IR)
Selection. ERIC Processing Manual, Section III.
ED 348 058 (IR)
Vocabulary Development and Maintenance–Descriptors. ERIC Processing Manual, Section VIII (Part 1).
ED 348 063 (IR)
Vocabulary Development and Maintenance–Identifiers. ERIC Processing Manual, Section VIII (Part 2).
ED 348 064 (IR)

George Washington Univ., Washington, D.C.
Academic Advising for Student Success: A System of Shared Responsibility. ERIC Digest.
ED 340 274 (HE)
Active Learning: Creating Excitement in the Classroom. ERIC Digest.
ED 340 272 (HE)
Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. ERIC Digest.
ED 340 273 (HE)

George Washington Univ., Washington, DC. School of Education and Human Development.
Academic Advising for Student Success: A System of Shared Responsibility. ASHE-ERIC Higher Education Report No. 3, 1991.
ED 339 272 (HE)
Active Learning: Creating Excitement in the Classroom. 1991 ASHE-ERIC Higher Education Reports.
ED 336 049 (HE)
College Alcohol and Drug Abuse Prevention Programs: An Update. ERIC Digest.
ED 347 960 (HE)
College Outcomes and Assessment: A Select Bibliography from the ERIC Database. Editions 1-4 (Covering 461 Items Dated 1977-1991).
ED 345 598 (HE)
Cooperative Learning: Increasing College Faculty Instructional Productivity. ASHE-ERIC Higher Education Report No. 4, 1991.
ED 343 465 (HE)
Cooperative Learning: Increasing College Faculty Instructional Productivity. ERIC Digest.
ED 347 871 (HE)
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ASHE-ERIC Higher Education Report No. 7, 1991.
ED 346 805 (HE)
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ERIC Digest.
ED 347 958 (HE)
High School-College Partnerships: Conceptual Models, Programs, and Issues. ASHE-ERIC Higher Education Report No. 5, 1991.
ED 343 546 (HE)
High School-College Partnerships: Conceptual Models, Programs, and Issues. ERIC Digest.
ED 347 956 (HE)
The Leadership Compass: Values and Ethics in Higher Education. ASHE-ERIC Higher Education Report No. 1, 1992.
ED 347 955 (HE)
Meeting the Mandate: Renewing the College and Departmental Curriculum. ASHE-ERIC Higher Education Report No. 6, 1991.
ED 345 603 (HE)
Meeting the Mandate: Renewing the College and Departmental Curriculum. ERIC Digest.
ED 347 957 (HE)
Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. 1991 ASHE-ERIC Higher Education Report 2.
ED 338 128 (HE)
Strategies and Consequences. Managing the Costs in Higher Education. ASHE-ERIC Higher Education Report No. 8.
ED 347 921 (HE)
Strategies and Consequences: Managing the Costs in Higher Education. ERIC Digest.
ED 347 959 (HE)

Getty Center for Education in the Arts, Los Angeles, CA.
Examining Discipline-Based Art Education as a Curriculum Construct.
ED 338 540 (SO)
Lessons about Art in History and History in Art.
ED 348 297 (SO)
Post-Modernism, Art Educators, and Art Education. ERIC Digest.
ED 348 328 (SO)

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

BEST COPY AVAILABLE

Special Health Care in the School. Exceptional Children at Risk: CEC Mini-Library.
ED 339 166 (EC)

Linn-Benton Education Services District, Albany, Oreg.

At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services. Volume 5: Attendance Services.
ED 347 621 (EA)

National Association for Research in Science Teaching.

National Association for Research in Science Teaching Annual Conference. Abstracts of Presented Papers (62nd, San Francisco, California, March 30-April 1, 1989).
ED 348 208 (SE)

A Summary of Research in Science Education 199C.
ED 348 234 (SE)

National Association of Elementary School Principals, Alexandria, VA.

Family Involvement.
ED 343 233 (EA)

National Clearinghouse for United States-Japan Studies, Bloomington, IN.

Internationalizing the U.S. Classroom: Japan as a Model.
ED 343 842 (SO)

National Clearinghouse on Literacy Education, Washington, DC.

Using Computers with Adult ESL Literacy Learners. ERIC Digest.
ED 343 462 (FL)

National Council of Teachers of English, Urbana, Ill.

Bridging: A Teacher's Guide to Metaphorical Thinking.
ED 341 985 (CS)

National Precollegiate Japan Projects Network.

Internationalizing the U.S. Classroom: Japan as a Model.
ED 343 842 (SO)

National Science Foundation, Washington, D.C.

Integrating Science and Mathematics in Teaching and Learning: A Bibliography.
ED 348 233 (SE)

Office of Educational Research and Improvement (ED), Washington, DC.

Abstracting/Annotating. ERIC Processing Manual, Section VI.
ED 348 061 (IR)

Academic Advising for Student Success: A System of Shared Responsibility. ASHE-ERIC Higher Education Report No. 3, 1991.
ED 339 272 (HE)

Academic Advising for Student Success: A System of Shared Responsibility. ERIC Digest.
ED 340 274 (HE)

Accreditation of College and University Counseling Services. ERIC Digest.
ED 347 488 (CG)

Acquisitions. ERIC Processing Manual, Section II.
ED 348 057 (IR)

ACTFL Speaking Proficiency Guidelines. ERIC Digest.
ED 347 852 (FL)

Action-Oriented Research: Promoting School Counselor Advocacy and Accountability. ERIC Digest.
ED 347 477 (CG)

Active Learning: Creating Excitement in the Classroom. ERIC Digest.
ED 340 272 (HE)

Active Learning: Creating Excitement in the Classroom. 1991 ASHE-ERIC Higher Education Reports.
ED 336 049 (HE)

The Adult Education Act: A Guide to the Literature and Funded Projects. Information Series No. 347.
ED 341 876 (CE)

Adult Literacy. Trends and Issues Alerts.
ED 340 944 (CE)

Adults in Career Transition. ERIC Digest No. 115.
ED 338 896 (CE)

African-American Students and Foreign Language Learning. ERIC Digest.
ED 345 583 (FL)

Alcohol and Other Drug Use by Adolescents with Disabilities. ERIC Digest #E506.
ED 340 150 (EC)

Alternative Assessment of Performance in the Language Arts: What Are We Doing Now? Where Are We Going? Proceedings of a National Symposium (Bloomington, Indiana, August 27, 1990).
ED 339 044 (CS)

American Indians and Alaska Natives in Higher Education: Research on Participation and Graduation. ERIC Digest.
ED 348 197 (RC)

The Application of Case Study Evaluations. ERIC/TM Digest.
ED 338 706 (TM)

Apprenticeship and the Future of the Work Force. ERIC Digest No. 124.
ED 347 405 (CE)

Are School-Based Drug Prevention Programs Working? ERIC Digest.
ED 341 886 (CG)

Assessing Civics Education. ERIC/TM Digest.
ED 338 698 (TM)

At-Risk Families & Schools: Becoming Partners.
ED 342 055 (EA)

At-Risk Youth in Crisis: A Handbook for Collaboration between Schools and Social Services. Volume 5: Attendance Services.
ED 347 621 (EA)

Beginning Teacher Performance Evaluation: An Overview of State Policies. Trends and Issues Paper No. 7.
ED 341 689 (SP)

Beyond Transition: Ensuring Continuity in Early Childhood Services. ERIC Digest.
ED 345 867 (PS)

Bridging: A Teacher's Guide to Metaphorical Thinking.
ED 341 985 (CS)

Building Blocks of Computer-Based Career Planning Systems. ERIC Digest.
ED 347 478 (CG)

Building Community for the 21st Century. ERIC Digest.
ED 347 489 (CG)

Building Relationships between Schools and Social Services. ERIC Digest Series No. 66.
ED 339 111 (EA)

CACREP Accreditation: Setting the Standard for Counselor Preparation. ERIC Digest.
ED 347 470 (CG)

Career Development Outcomes. Trends and Issues Alerts.
ED 340 945 (CE)

The Case against a National Test. ERIC/TM Digest.
ED 338 703 (TM)

The Case for Validity Generalization. ERIC/TM Digest.
ED 338 699 (TM)

Cataloging. ERIC Processing Manual, Section V.
ED 348 060 (IR)

Celebrate Literacy! The Joy of Reading and Writing. Teaching Resources in the ERIC Database (TRIED).
ED 347 519 (CS)

The Center for Research on Evaluation, Standards, and Student Testing (CRESST). ERIC/TM Digest.
ED 338 705 (TM)

Challenges to and Censorship of School Guidance Materials. ERIC Digest.
ED 347 479 (CG)

Challenging Troublesome Career Beliefs. ERIC Digest.
ED 347 481 (CG)

Changing Schools through Experiential Education. ERIC Digest.
ED 345 929 (RC)

Charting New Maps: Multicultural Education in Rural Schools. ERIC Digest.
ED 348 196 (RC)

CHDF-Partner in Professionalism. ERIC Digest.
ED 347 471 (CG)

Child Care Resource and Referral Agencies. ERIC Digest.
ED 338 444 (PS)

Clear Writing in the Professions. ERIC Digest.
ED 343 136 (CS)

Cognitive Theory-Based Teaching and Learning in Vocational Education. Information Series No. 349.
ED 345 109 (CE)

College Alcohol and Drug Abuse Prevention Programs: An Update. ERIC Digest.
ED 347 960 (HE)

College Outcomes and Assessment: A Select Bibliography from the ERIC Database. Editions 1-4 (Covering 461 Items Dated 1977-1991).
ED 345 598 (HE)

The Collegiate Function of Community Colleges: Fostering Higher Learning through Curriculum and Student Transfer.
ED 348 111 (JC)

Communication Strategies for Employment Interviews. ERIC Digest.
ED 341 111 (CS)

Computer Applications in Education: The Best of ERIC 1990.
ED 345 715 (IR)

Computer-Assisted Instruction in Vocational Education. Practice Application Brief.
ED 347 327 (CE)

Computer-Based Education: The Best of ERIC, 1989.
ED 341 386 (IR)

Conflict Resolution Programs in Schools. ERIC/-CUE Digest Number 74.
ED 338 791 (UD)

The Connections between Language Education and Civic Education. ERIC Digest.
ED 348 318 (SO)

Considerations in Teaching Culturally Diverse Children. ERIC Digest.
ED 341 648 (SP)

Consulting with the Judiciary: A Challenging Opportunity for the Counselor Educator. ERIC Digest.
ED 347 490 (CG)

Controlled Choice: An Alternative School Choice Plan. ERIC Digest, Number 70.
ED 344 342 (EA)

Cooperative Learning for Students from Diverse Language Backgrounds. ERIC Digest.
ED 347 853 (FL)

Cooperative Learning: Increasing College Faculty Instructional Productivity. ASHE-ERIC Higher Education Report No. 4, 1991.
ED 343 465 (HE)

Cooperative Learning: Increasing College Faculty Instructional Productivity. ERIC Digest.
ED 347 871 (HE)

Cooperative Learning in Vocational Education. Trends and Issues Alerts.
ED 346 320 (CE)

Coping with Fears and Stress. ERIC Digest.
ED 341 888 (CG)

The Core Ideas of "CIVITAS: A Framework for Civic Education." ERIC Digest.
ED 346 016 (SO)

Counseling Teenage Fathers: The "Maximizing a Life Experience" (MALE) Group. ERIC Digest.
ED 341 891 (CG)

Counseling Using Technology with At-Risk Youth. ERIC Digest.
ED 347 480 (CG)

The Counselor and NBCC. ERIC Digest.
ED 347 472 (CG)

Counselor Membership in ACA. ERIC Digest.
ED 347 474 (CG)

Credentialing in the Health, Leisure, and Movement Professions. Trends and Issues Paper No. 5.
ED 339 697 (SP)

Critical Thinking across the Curriculum: Building the Analytical Classroom.
ED 347 511 (CS)

Critical Thinking: Educational Imperative. New Directions for Community Colleges, Number 77, Spring 1992.
ED 342 453 (JC)

Critical Thinking: Helping Students Learn Reflectively.
ED 341 954 (CS)

Critical Thinking in Community Colleges. ERIC Digest.
ED 348 128 (JC)

Culturally Responsive Pedagogy for the 1990s and Beyond. Trends and Issues Paper No. 6.
ED 339 698 (SP)

The Current Condition of Native Americans. ERIC Digest.
ED 348 202 (RC)

Database Changes (Post-Publication). ERIC Processing Manual, Section X.
ED 348 066 (IR)

Data Entry. ERIC Processing Manual, Section IX.
ED 348 065 (IR)

Delivering Special Education: Statistics and Trends. Revised. ERIC Digest #E463.
ED 340 154 (EC)

Developing Effective Programs for Special Education Students Who Are Homeless. ERIC Digest #E504.
ED 340 148 (EC)

Developing Support Groups for Students: Helping Students Cope with Crises.
ED 340 986 (CG)

Differentiating between Counseling Theory and Process. ERIC Digest.
ED 347 485 (CG)

Differentiating Curriculum for Gifted Students. ERIC Digest #E510.
ED 342 175 (EC)

Dimensions of Balance in an Administrator's Life.
ED 341 300 (HE)

The Distance Education Handbook. An Administrator's Guide for Rural and Remote Schools.
ED 340 547 (RC)

Document Preparation (for Filming). ERIC Processing Manual, Appendix B.
ED 348 068 (IR)

Educational Reform and the School Counselor. ERIC Digest.
ED 347 491 (CG)

The Emerging Role of Tribal College Libraries in Indian Education. ERIC Digest.
ED 348 199 (RC)

Empowering Young Black Males. ERIC Digest.
ED 341 887 (CG)

Ends or Means: An Overview of the History of the Adult Education Act. Information Series No. 346.
ED 341 875 (CE)

Environmental Literacy: Its Roots, Evolution and Directions in the 1990s.
ED 348 235 (SE)

Equal Mathematics Education for Female Students. ERIC/CUE Digest, Number 78.
ED 344 977 (UD)

ERIC/CAPS-Expanding Counselor Choice. ERIC Digest.
ED 347 473 (CG)

ERIC Clearinghouse Publications, 1991. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1991.
ED 348 053 (IR)

ERIC Clearinghouse Scope of Interest Guide. ERIC Processing Manual, Appendix A.
ED 348 067 (IR)

ERIC Digests, 1988-1991: A Compendium of Forty Titles.
ED 341 116 (EA)

ERIC Indexing Handbook (Clearinghouse Indexing Practices). ERIC Processing Manual, Appendix C.
ED 348 069 (IR)

ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network.
ED 348 055 (IR)

Ethical Practice in Adult Education. ERIC Digest No. 116.
ED 338 897 (CE)

Ethics in Health, Physical Education, Recreation, and Dance. ERIC Digest.
ED 342 775 (SP)

Examining Discipline-Based Art Education as a Curriculum Construct.
ED 338 540 (SO)

Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ASHE-ERIC Higher Education Report No. 7, 1991.
ED 346 805 (HE)

Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ERIC Digest.
ED 347 958 (HE)

Family Counseling in the Schools. ERIC Digest.
ED 347 482 (CG)

Family Involvement.
ED 343 233 (EA)

Family Literacy Programs and Practices. Practice Application Brief.
ED 347 328 (CE)

Fax for Library Services. ERIC Digest.
ED 341 407 (IR)

Five Key Issues in Restructuring. ERIC Digest, Number 69.
ED 344 329 (EA)

Foreign Languages and International Business. ERIC Digest.
ED 347 851 (FL)

Fostering High Achievement in African American Children: Home, School, and Public Policy Influences. Trends and Issues No. 16.
ED 348 464 (UD)

Getting Serious about Sexual Harassment. ERIC Digest, Number 75.
ED 347 699 (EA)

Glossary of Terms (with Acronym List). ERIC Processing Manual.
ED 348 070 (IR)

Graying Teachers: A Report on State Pension Systems and School District Early Retirement Incentives.
ED 347 620 (EA)

Handling and Shipping. ERIC Processing Manual, Section IV.
ED 348 059 (IR)

Having Friends, Making Friends, and Keeping Friends: Relationships as Educational Contexts. ERIC Digest.
ED 345 854 (PS)

Health Communication in the 90s. ERIC Digest.
ED 347 608 (CS)

Helping Children Overcome Reading Difficulties. ERIC Digest.
ED 344 190 (CS)

Highly Mobile Students: Educational Problems and Possible Solutions. ERIC/CUE Digest, Number 73.
ED 338 745 (UD)

High School-College Partnerships: Conceptual Models, Programs, and Issues. ASHE-ERIC Higher Education Report No. 5, 1991.
ED 343 546 (HE)

High School-College Partnerships: Conceptual Models, Programs, and Issues. ERIC Digest.
ED 347 956 (HE)

HIV Prevention Education for Exceptional Youth: Why HIV Prevention Education Is Important. ERIC Digest #E507.
ED 340 151 (EC)

Identifying Potential Dropouts. ERIC Digest.
ED 339 092 (EA)

Implications of the New Perkins Act. Trends and Issues Alerts.
ED 340 946 (CE)

Improving Urban Education with Magnet Schools. ERIC/CUE Digest, Number 76.
ED 340 813 (UD)

Indexing. ERIC Processing Manual, Section VII.
ED 348 062 (IR)

Indian Nations At Risk: Listening to the People. Summaries of Papers Commissioned by the Indian Nations At Risk Task Force of the U.S. Department of Education.
ED 339 588 (RC)

In Our Own Words: Community Story Traditions To Prevent and Heal Substance Abuse. A Teacher's Guide with Examples from Native American and Rural Contexts.
ED 348 203 (RC)

Instructional Conversations. ERIC Digest.
ED 347 850 (FL)

Integrating Academic and Vocational Education: Strategies for Implementation. ERIC Digest No. 120.
ED 346 317 (CE)

Integrating Science and Mathematics in Teaching and Learning: A Bibliography.
ED 348 233 (SE)

Interactive Multimedia Computer Systems. ERIC Digest.
ED 340 388 (IR)

Interagency Collaboration: Its Role in Welfare Reform. ERIC Digest No. 126.
ED 347 405 (CE)

Internationalizing the University Career Center. ERIC Digest.
ED 341 889 (CG)

Internationalizing the U.S. Classroom: Japan as a Model.
ED 343 842 (SO)

Internet Basics. ERIC Digest.
ED 348 054 (IR)

In the Shadow of Baccalaureate Institutions. ERIC Digest.
ED 348 129 (JC)

Introduction. ERIC Processing Manual, Section I.
ED 348 056 (IR)

Job Search Methods. ERIC Digest No. 121.
ED 346 318 (CE)

Juvenile Corrections and the Exceptional Student. ERIC Digest #E509.
ED 340 153 (EC)

Lasting Lessons: A Teacher's Guide to Reflecting on Experience.
ED 348 204 (RC)

The Leadership Compass: Values and Ethics in Higher Education. ASHE-ERIC Higher Education Report No. 1, 1992.
ED 347 955 (HE)

Learning Centers for the 1990's. ERIC Digest.
ED 338 295 (JC)

Lessons about Art in History and History in Art.
ED 348 297 (SO)

Libraries for the National Education Goals.
ED 345 752 (IR)

Libraries for the National Education Goals. ERIC Digest.
ED 345 753 (IR)

Library Latchkey Children. ERIC Digest.
ED 343 687 (PS)

Life Cycles and Career Development: New Models. ERIC Digest No. 119.
ED 346 316 (CE)

Literature. Special Collection Number 8.
ED 337 805 (CS)

Managing Smallness: Promising Fiscal Practices for Rural School District Administrators.
ED 348 205 (RC)

Managing Youth Programs: A Critical Gap in the Research. ERIC/CUE Digest, Number 79.
ED 344 978 (UD)

Marketing Yourself as a Professional Counselor. ERIC Digest.
ED 347 492 (CG)

Mass Communication. Special Collection Number 10.
ED 339 074 (CS)

The Media's Role in Political Campaigns. ERIC Digest.
ED 346 527 (CS)

Meeting the Mandate: Renewing the College and Departmental Curriculum. ASHE-ERIC Higher Education Report No. 6, 1991.
ED 345 603 (HE)

Meeting the Mandate: Renewing the College and Departmental Curriculum. ERIC Digest.
ED 347 957 (HE)

Meta-Analysis in Educational Research. ERIC Digest.
ED 339 748 (TM)

Model Programs for Middle School Teacher Preparation. ERIC Digest.
ED 338 593 (SP)

Montessori Programs in Public Schools. ERIC Digest.
ED 348 165 (PS)

Multicultural Career Education and Development. ERIC Digest No. 123.
ED 347 402 (CE)

A Multicultural Focus on Career Education. Information Series No. 348.
ED 341 877 (CE)

Myths and Realities about ERIC. ERIC Digest.
ED 345 756 (IR)

National Association for Research in Science Teaching Annual Conference. Abstracts of Presented Papers (62nd, San Francisco, California, March 30-April 1, 1989).
ED 348 208 (SE)

The National Career Development Guidelines. ERIC Digest.
ED 347 493 (CG)

The National Research and Education Network (NREN): Update 1991. ERIC Digest.
ED 340 390 (IR)

National Research Center on Student Learning. ERIC/TM Digest.
ED 338 704 (TM)

Nongraded Primary Education. ERIC Digest, Number 74.
ED 347 637 (EA)

Nontraditional College Students. ERIC Digest.
ED 347 483 (CG)

On Standardized Testing. ERIC Digest.
ED 338 445 (PS)

Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. 1992 Update. ERIC Digest.
ED 343 410 (FL)

Parents and Schooling in the 1990s. Parent Involvement at the Middle School Level.
ED 340 387 (IR)

A Parent's Guide to the ERIC Database. Where To Turn with Your Questions about Schooling. Revised Edition.
ED 340 541 (RC)

Part-Time Students in Higher Education. Trends and Issues Alerts.
ED 342 931 (CE)

Peer Consultation for Professional Counselors. ERIC Digest.
ED 347 476 (CG)

Peer Leaders in Drug Abuse Prevention. ERIC Digest.
ED 341 892 (CG)

Personal Communication. Special Collection Number 11.
ED 339 073 (CS)

Planning for Parent Participation in Schools for Young Children. ERIC Digest.
ED 342 463 (PS)

Pluralism and Education: Its Meaning and Method. ERIC Digest.
ED 347 494 (CG)

Portfolio and Test Essay: The Best of Both Writing Assessment Worlds at SUNY Brockport. ERIC Digest.
ED 347 572 (CS)

Positive Uncertainty: A Paradoxical Philosophy of Counseling Whose Time Has Come. ERIC Digest.
ED 347 486 (CG)

Postmodern Educational Technology. ERIC Digest.
ED 348 042 (IR)

Post-Modernism, Art Educators, and Art Education. ERIC Digest.
ED 348 328 (SO)

A Practical Guide to Preservation in School and Public Libraries.
ED 340 391 (IR)

Preparing Children with Disabilities for School. ERIC Digest #E503.
ED 340 147 (EC)

Prescription for Literacy: Providing Critical Educational Experiences. ERIC Digest.
ED 340 001 (CS)

Principals: How To Train, Recruit, Select, Induct, and Evaluate Leaders for America's Schools.
ED 337 843 (EA)

Prisoners of Elitism: The Community College's Struggle for Stature. New Directions for Community Colleges, Number 78.
ED 346 944 (JC)

Problem Based Learning for Administrators.
ED 347 617 (EA)

The Professionalization of Student Affairs Staff. ERIC Digest.
ED 347 495 (CG)

Professionalizing Teaching: Is There a Role for Professional Development Schools? ERIC Digest.
ED 347 153 (SP)

A Professor Responds by Computer to the Writing of Elementary Students. ERIC Digest.
ED 341 061 (CS)

Programs and Practices in Gifted Education: Projects Funded by the Jacob K. Javits Gifted and Talented Students Education Act of 1988.
ED 347 766 (EC)

Psychological Dimensions of User-Computer Interfaces. ERIC Digest.
ED 337 203 (IR)

Punctuation: Less Is More? ERIC Digest.
ED 347 553 (CS)

Qualitative Research in Student Affairs. ERIC Digest.
ED 347 487 (CG)

Readiness: Children and Their Schools. Getting Ready for Readiness: A Case Study. The ERIC Review.
ED 343 583 (IR)

Reading and Writing across the High School Science and Math Curriculum. Teaching Resources in the ERIC Database (TRIED).
ED 347 518 (CS)

Reading: Middle and Secondary. Special Collection Number 7.
ED 337 762 (CS)

Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. ERIC Digest.
ED 340 273 (HE)

Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. 1991 ASHE-ERIC Higher Education Report 2.
ED 338 128 (HE)

Reflective Practice in Adult Education. ERIC Digest No. 122.
ED 346 319 (CE)

"Remember Our Faces"–Teaching about the Holocaust. ERIC Digest.
ED 345 990 (SO)

Retaining Good Teachers in Urban Schools. ERIC/CUE Digest, Number 77.
ED 341 762 (UD)

The Role of Parents in the Development of Peer Group Competence. ERIC Digest.
ED 346 992 (PS)

The Role of Scholarship in the Community College. ERIC Digest.
ED 338 294 (JC)

The Role of the Community College in Economic and Workforce Development. ERIC Digest.
ED 339 443 (JC)

Rural Philosophy for Education: Wendell Berry's Tradition. ERIC Digest.
ED 345 930 (RC)

School-Based Budgeting. ERIC Digest, Number 64.
ED 336 865 (EA)

School-Based Management and Student Performance. ERIC Digest, Number 62.
ED 336 845 (EA)

School Children and Fitness: Aerobics for Life. ERIC Digest.
ED 347 484 (CG)

School Leadership and Student Motivation. ERIC Digest, Number 71.
ED 346 558 (EA)

Schools Attack the Roots of Violence. ERIC Digest, Number 63.
ED 335 806 (EA)

The Secretary of Labor's Commission on Achieving Necessary Skills. ERIC Digest.
ED 339 749 (TM)

Selection. ERIC Processing Manual, Section III.
ED 348 058 (IR)

Some Emerging Trends in School Restructuring. ERIC Digest, Number 67.
ED 343 196 (EA)

So You Want To Be a Teacher. ERIC Digest.
ED 344 872 (SP)

Status of Dance in Education. ERIC Digest.
ED 348 368 (SP)

Steps in Designing an Indicator System. ERIC/TM Digest.
ED 338 700 (TM)

Strategies and Consequences. Managing the Costs in Higher Education. ASHE-ERIC Higher Education Report No. 8.
ED 347 921 (HE)

Strategies and Consequences: Managing the Costs in Higher Education. ERIC Digest.
ED 347 959 (HE)

Strategies for Implementing the National Career Development Guidelines. ERIC Digest No. 117.
ED 338 898 (CE)

Student Literacy. Special Collection Number 12.
ED 339 029 (CS)

Substance Exposed Infants and Children. ERIC Digest #E505.
ED 340 149 (EC)

Suicide and the Exceptional Child. ERIC Digest #E508.
ED 340 152 (EC)

A Summary of Research in Science Education 1990.
ED 348 234 (SE)

Supervision of Student Teachers. ERIC Digest.
ED 344 873 (SP)

Systemic Reform in Six Rural Districts: A Case Study of First Reactions to the Kentucky Education Reform Act of 1990.
ED 336 238 (RC)

Task-Based Activities: Making the Language Laboratory Interactive. ERIC Digest.
ED 343 407 (FL)

Teacher Effectiveness and Reading Instruction.
ED 337 761 (CS)

Teaching about the Constitutional Rights of Students. ERIC Digest.
ED 348 320 (SO)

Teaching about the Two Koreas. ERIC Digest.
ED 339 672 (SO)

Teaching about the Voyages of Columbus. ERIC Digest.
ED 348 317 (SO)

Teaching ASL as a Second Language. ERIC Digest.
ED 343 408 (FL)

Teaching Mathematics Effectively and Equitably to Females. Trends and Issues No. 17.
ED 348 465 (UD)

Teaching Reading and Writing to Special Students. Special Collection Number 9.
ED 347 500 (CS)

Teaching the Law Using United States Supreme Court Cases. ERIC Digest.
ED 339 673 (SO)

Teaching with a Multicultural Perspective. ERIC Digest.
ED 339 548 (PS)

Technology and Equity. ERIC Digest.
ED 339 400 (IR)

Tech Prep. Trends and Issues Alerts.
ED 342 932 (CE)

Thinking in Outdoor Inquiry. ERIC Digest.
ED 348 198 (RC)

Total Quality Management: Application in Vocational Education. ERIC Digest No. 125.
ED 347 404 (CE)

Total Quality Management. ERIC Digest, Number 73.
ED 347 670 (EA)

Transformational Leadership. ERIC Digest, Number 72.
ED 347 636 (EA)

Translating and Interpreting Programs: A Scottish Example. ERIC Digest.
ED 347 854 (FL)

The Translation Profession. ERIC Digest.
ED 345 540 (FL)

Trends in Educational Technology.
ED 346 850 (IR)

Trends in Educational Technology 1991. ERIC Digest.
ED 343 617 (IR)

Trends & Issues in Library & Information Science 1990. ERIC Digest.
ED 340 389 (IR)

Understanding and Facilitating Preschool Children's Peer Acceptance. ERIC Digest.
ED 345 866 (PS)

Understanding Variables & Hypotheses in Scientific Research.
ED 342 056 (EA)

Urban School Restructuring and Teacher Burnout. ERIC/CUE Digest, Number 75.
ED 340 812 (UD)

Urban Superintendent Turnover: The Need for Stability.
ED 346 546 (EA)

Using Biodata as a Selection Instrument. ERIC/TM Digest.
ED 338 702 (TM)

Using Computers with Adult ESL Literacy Learners. ERIC Digest.
ED 343 462 (FL)

Using Literature by American Indians and Alaska Natives in Secondary Schools. ERIC Digest.
ED 348 201 (RC)

Valuing Diversity in the Schools: The Counselor's Role. ERIC Digest.
ED 347 475 (CG)

Vocabulary Development and Maintenance–Descriptors. ERIC Processing Manual, Section VIII (Part 1).
ED 348 063 (IR)

Vocabulary Development and Maintenance–Identifiers. ERIC Processing Manual, Section VIII (Part 2).
ED 348 064 (IR)

The Vocational Education/Entrepreneurship Match. ERIC Digest No. 118.
ED 338 899 (CE)

Vocational Education Involvement with Business/Industry/Labor. Trends and Issues Alerts.
ED 340 947 (CE)

What Are Educational Indicators and Indicator Systems? ERIC/TM Digest.
ED 338 701 (TM)

What Can I Become: Educational Aspirations of Students in Rural America. ERIC Digest.
ED 345 931 (RC)

Whole Language in an Elementary School Library Media Center. ERIC Digest.
ED 346 874 (IR)

Workplace Literacy: An Update. Trends and Issues Alerts.
ED 346 321 (CE)

World War II in the Curriculum. ERIC Digest.
ED 348 319 (SO)

Writing Assessment at the College Level. ERIC Digest.
ED 345 281 (CS)

Year-Round Education. ERIC Digest, Number 68.
ED 342 107 (EA)

Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.

Learning Styles Counseling. ERIC Digest.
ED 341 890 (CG)

Phi Delta Kappa, Bloomington, Ind.

Alternative Assessment of Performance in the Language Arts: What Are We Doing Now? Where Are We Going? Proceedings of a National Symposium (Bloomington, Indiana, August 27, 1990).
ED 339 044 (CS)

Special Education Programs (ED/OSERS), Washington, DC.

Abuse and Neglect of Exceptional Children. Exceptional Children at Risk: CEC Mini-Library.
ED 339 165 (EC)

Alcohol and Other Drugs: Use, Abuse, and Disabilities. Exceptional Children at Risk: CEC Mini-Library.
ED 339 172 (EC)

Born Substance Exposed, Educationally Vulnerable. Exceptional Children at Risk: CEC Mini-Library.
ED 339 169 (EC)

Depression and Suicide: Special Education Students at Risk. Exceptional Children at Risk: CEC Mini-Library.
ED 339 170 (EC)

Double Jeopardy: Pregnant and Parenting Youth in Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 174 (EC)

Hidden Youth: Dropouts from Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 168 (EC)

Homeless and in Need of Special Education. Exceptional Children at Risk: CEC Mini-Library.
ED 339 167 (EC)

Language Minority Students with Disabilities. Exceptional Children at Risk: CEC Mini-Library.
ED 339 171 (EC)

Programming for Aggressive and Violent Students. Exceptional Children at Risk: CEC Mini-Library.
ED 339 164 (EC)

Rural, Exceptional, At Risk. Exceptional Children at Risk: CEC Mini-Library.
ED 339 173 (EC)

Special Health Care in the School. Exceptional Children at Risk: CEC Mini-Library.
ED 339 166 (EC)

Teachers of English to Speakers of Other Languages.

Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. 1992 Update. ERIC Digest.
ED 343 410 (FL)

ERIC® **Ready Reference # 6**
Revised March 1993

ERIC CLEARINGHOUSES *(and Other Network Components)*

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for providing information analysis products and various user services based on the database.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

ERIC Clearinghouse on *Adult, Career, and Vocational Education* (CE)
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: (614) 292-4353;
(800) 848-4815 Fax: (614) 292-1260

All levels of adult and continuing education from basic literacy training through professional skill upgrading. The focus is upon factors contributing to the purposeful learning of adults in a variety of life situations usually related to adult roles (e.g., occupation, family, leisure time, citizenship, organizational relationships, retirement, and so forth).

ERIC Clearinghouse on *Counseling and Personnel Services* (CG)
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
Telephone: (313) 764-9492 Fax: (313) 747-2425

Preparation, practice, and supervision of counselors at all educational levels and in all settings. Theoretical development of counseling and guidance, including the nature of relevant human characteristics. Use and results of personnel practices and procedures. Group process (counseling, therapy, dynamics) and case work.

ERIC Clearinghouse on *Educational Management* (EA)
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: (503) 346-5043 Fax: (503) 346-2334

All aspects of the governance, leadership, administration, and structure of public and private educational organizations at the elementary and secondary levels, including the provision of physical facilities for their operation.

ERIC Clearinghouse on *Elementary and Early Childhood Education* (PS)
University of Illinois
805 W. Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: (217) 333-1386 Fax: (217) 333-3767

All aspects of the physical, cognitive, social, emotional, educational, and cultural development of children, from birth through early adolescence. Among the topics covered are: prenatal and infant development and care; parent education; home and school relationships; learning theory research and practice related to children's development; preparation of early childhood teachers and caregivers; and educational programs and community services for children.

ERIC Clearinghouse on *Handicapped and Gifted Children* (EC)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: (703) 264-9474 Fax: (703) 264-9494

All aspects of the education and development of persons (of all ages) who have disabilities or who are gifted, including the delivery of all types of education-related services to these groups. Includes prevention, identification and assessment, intervention, and enrichment for these groups, in both regular and special education settings.

ERIC Clearinghouse on *Higher Education* (HE)
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036-1183
Telephone: (202) 296-2597 Fax: (202) 296-8379

All aspects of the conditions, programs, and problems at colleges and universities providing higher education (i.e., four-year degrees and beyond). This includes: governance and management; planning; finance; inter-institutional arrangements; business or industry programs leading to a degree; institutional research at the college/university level; Federal programs; legal issues and legislation; professional education (e.g., medicine, law, etc.) and professional continuing education.

ERIC Clearinghouse on *Information Resources* (IR)
Syracuse University
Huntington Hall, Room 030
800 University Avenue
Syracuse, New York 13244-2340
Telephone: (315) 443-3640 Fax: (315) 443-5448

Educational technology and library/information science at all academic levels and with all populations, including the preparation of professionals. The media and devices of educational communication, as they pertain to teaching and learning (in both conventional and distance education settings). The operation and management of libraries and information services. All aspects of information management and information technology related to education.

ERIC Clearinghouse for *Junior Colleges* (JC)
University of California at Los Angeles (UCLA)
Math-Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
Telephone: (310) 825-3931 Fax: (310) 206-8095

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial/community organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

BEST COPY AVAILABLE

ERIC Clearinghouse on *Languages and Linguistics* (FL)
Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037-0037
Telephone: (202) 429-9292 Fax: (202) 659-5641

Languages and language sciences. All aspects of second language instruction and learning in all commonly and uncommonly taught languages, including English as a second language. Bilingualism and bilingual education. Cultural education in the context of second language learning, including intercultural communication, study abroad, and international educational exchange. All areas of linguistics, including theoretical and applied linguistics, sociolinguistics, and psycholinguistics.

ERIC Clearinghouse on *Reading and Communication Skills* (CS)
Indiana University, Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, Indiana 47408-2698
Telephone: (812) 855-5847 Fax: (821) 855-4220

Reading and writing, English (as a first language), and communications skills (verbal and nonverbal), kindergarten through college. Includes family or intergenerational literacy. Research and instructional development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication (including forensics), mass communication (including journalism), interpersonal and small group interaction, oral interpretation, rhetorical and communication theory, and theater/drama. Preparation of instructional staff and related personnel in all the above areas.

ERIC Clearinghouse on *Rural Education and Small Schools* (RC)
Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: (800) 624-9120 (Outside WV)
(800) 344-6646 (In WV) Fax: (304) 347-0487

Curriculum and instructional programs and research/evaluation efforts that address the education of students in rural schools or districts, small schools wherever located, and schools or districts wherever located that serve American Indian and Alaskan natives, Mexican Americans, and migrants, or that have programs related to outdoor education. Includes the cultural, ethnic, linguistic, economic, and social conditions that affect these educational institutions and groups. Preparation programs, including related services, that train education professionals to work in such contexts.

ERIC Clearinghouse for *Science, Mathematics, and Environmental Education* (SE)
Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792
Telephone: (614) 292-6717 Fax: (614) 292-0263

Science, mathematics, engineering/technology, and environmental education at all levels. The following topics when focused on any of the above broad scope areas: applications of learning theory; curriculum and instructional materials; teachers and teacher education; educational programs and projects; research and evaluative studies; applications of educational technology and media.

ERIC Clearinghouse for *Social Studies/Social Science Education* (SO)
Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: (812) 855-3838 Fax: (812) 855-0455

All aspects of Social Studies and Social Science Education, including values education (and the social aspects of environmental education and sex education), international education, comparative education, and cross-cultural studies in all subject areas (K-12). Ethnic heritage, gender equity, aging, and social bias/discrimination topics. Also covered are music, art, and architecture as related to the fine arts.

ERIC Clearinghouse on *Teacher Education* (SP)
American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036-1186
Telephone: (202) 293-2450 Fax: (202) 457-8095

School personnel at all levels. Teacher recruitment, selection, licensing, certification, training, preservice and inservice preparation, evaluation, retention, and retirement. The theory, philosophy, and practice of teaching. Organization, administration, finance, and legal issues relating to teacher education programs and institutions. All aspects of health, physical, recreation, and dance education.

ERIC Clearinghouse on *Tests, Measurement, and Evaluation* (TM)
American Institutes for Research (AIR)
Washington Research Center
3333 K St., N.W.
Washington, DC 20007-3541
Telephone: (202) 342-5060 Fax: (202) 342-5033

All aspects of tests and other measurement devices. The design and methodology of research, measurement, and evaluation. The evaluation of programs and projects. The application of tests, measurement, and evaluation devices/instrumentation in educational projects and programs.

ERIC Clearinghouse on *Urban Education* (UD)
Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, New York 10027-9998
Telephone: (212) 678-3433 Fax: (212) 678-4048

The educational characteristics and experiences of the diverse racial, ethnic, social class, and linguistic populations in urban (and suburban) schools. Curriculum and instruction of students from these populations and the organization of their schools. The relationship of urban schools to their communities. The social and economic conditions that affect the education of urban populations, with particular attention to factors that place urban students at risk educationally, and ways that public and private sector policies can improve these conditions.

Educational Resources Information Center (Central ERIC)
U.S. Department of Education
Office of Educational Research and Improvement (OERI)
555 New Jersey Ave., N.W.
Washington, D.C. 20208-5720
Telephone: (202) 219-2289 Fax: (202) 219-1817

ERIC Processing & Reference Facility
ARC Professional Services Group
Information Systems Division
1301 Piccard Drive, Suite 300
Rockville, Maryland 20850-4305
Telephone: (301) 258-5500 Fax: (301) 948-3695

ERIC Document Reproduction Service (EDRS)
Cincinnati Bell Information Systems (CBIS) Federal
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
Telephone: (703) 440-1400
(800) 443-ERIC Fax: (703) 440-1408

Oryx Press
4041 North Central Avenue at Indian School, Suite 700
Phoenix, Arizona 85012-3397
Telephone: (602) 265-2651
(800) 279-6799 Fax: (602) 265-6250
(800) 279-4663

ACCESS ERIC
Aspen Systems Corporation
1600 Research Boulevard
Rockville, Maryland 20850-3172
Telephone: (301) 251-5045
(800) 538-3742 Fax: (301) 251-5212
(Let-ERIC)

ORDER FORM

ERIC **DOCUMENT REPRODUCTION SERVICE - EDRS**

Operated by: Cincinnati Bell Information Systems (CBIS) Federal Inc.
7420 Fullerton Road · Suite 110
Springfield, Virginia 22153-2852

Please allow 3 to 5 business days for EDRS to process your order and at least one week for shipping.

TELEPHONE ORDERS: Call 1-800-443-ERIC or (703) 440-1400
FAX ORDERS: (703) 440-1408
(24 hours per day, 7 days per week)

Address Information

Date: ____________________
Name: ____________________
Organization: ____________________
Ship To: ____________________
____
City: ____________ State ____________
County: ____________ Zip ____________
Tax Exempt: Yes No (Please Circle)
Tax Exemption Number: ____________________
Telephone: ____________________

Method of Payment

☐ Check or Money Order (U.S. Dollars) $____________________
☐ Purchase Order (Over $50.00-Domestic Only) #____________________
☐ Charge My Deposit Account #____________________
Charge My ☐ Visa ☐ MasterCard
Account No. ____________________ Expir. Date ____________
Signature: ____________________
(Required to Validate All Deposit Account and Credit Card Orders)

ORDERING INSTRUCTIONS

- Enter 6-Digit ED Number
- Enter Number of Pages in Document
- Enter Document Price from Price Schedule Below
- Enter Quantity, Specifying Microfiche (MF) or Paper Copy (PC)
- Enter Total Price per Document
- Enter Shipping Charges - See Instructions on Reverse

ED Number	No. of Pages	Document Price	Quantity		Total Price
			MF	PC	
		Subtotal			
		Shipping			
		Tax			
		TOTAL COST			

ERIC DOCUMENT PRICE SCHEDULE**
Based on Number of Pages in Original Document

Paper Copy (PC)			Microfiche (MF)		
Price Code	No. of Pages	Price	Price Code	No. of Pages	Price
PC01	1 - 25	$ 3.30	MF01	1 - 480	$1.18
PC02	26 - 50	$ 6.60	MF02	481 - 576	$1.43
PC03	51 - 75	$ 9.90	MF03	577 - 672	$1.68
PC04	76 - 100	$13.20	MF04	673 - 768	$1.93
PC05	101 - 125	$16.50	MF05	769 - 864	$2.18
PC06	126 - 150	$19.80	MF06	865 - 960	$2.43
PC07	151 - 175	$23.10	MF07	961 - 1056	$2.68
Each Additional 25 Pages or Fraction = $3.30			Each Additional 96 Pages (1 Microfiche) or Fraction = $.25		
PRICES ARE PER DOCUMENT					

****EDRS prices are good through December 31, 1993.**

Prices will change January 1 of each year.

All residents of AL, AZ, CA, CO, DC, FL, GA, IL, KY, LA, MA, MD, MO, NJ, NY, OH, PA, TX, UT, VA, and WA must add state and local taxes (subject to change).

GST will be collected on orders shipped to Canada.

EXPEDITED DOCUMENT DELIVERY

You may request expedited shipment by:

- USPS Express Mail
- UPS Next Day Air
- Federal Express
- FAX Transmission of Your Document

Shipping or FAX transmission charges will be added to the cost of the document(s) by EDRS.

Effective January 1, 1993

SHIPPING INFORMATION

Please consult appropriate rate chart.
UPS will not deliver to a P.O. Box address.

DOMESTIC: ALL ORDERS ARE SHIPPED AS FOLLOWS, UNLESS OTHERWISE SPECIFIED:

- All Paper Copy (PC) orders are shipped via UPS
- All Microfiche (MF) orders over 81 microfiche are shipped via UPS
- All Microfiche (MF) orders under 81 microfiche are shipped via USPS 1^{st} Class

UPS rates as shown are based on the Zone furthest from Springfield, VA. Your shipping charges should not exceed these rates.

PLEASE NOTE: SHIPPING COSTS CAN CHANGE WITHOUT NOTICE

UPS RATE CHART
Shipping Charges should not exceed the following:

1 lb. 81-160 MF or 1-75 PC (Pages) $3.52	2 lbs. 161-330 MF or 76-150 PC (Pages) $4.13	3 lbs. 331-500 MF or 151-225 PC (Pages) $4.50	4 lbs. 501-670 MF or 226-300 PC (Pages) $4.78	5 lbs. 671-840 MF or 301-375 PC (Pages) $4.99
6 lbs. 841-1010 MF or 376-450 PC (Pages) $5.13	7 lbs. 1011-1180 MF or 451-525 PC (Pages) $5.35	8 lbs. 1181-1350 MF or 526-600 PC (Pages) $5.71	9 lbs. 1351-1520 MF or 601-675 PC (Pages) $6.12	10 lbs. 1521-1690 MF or 676-750 PC (Pages) $6.53

USPS FIRST CLASS RATE CHART

1-7 Microfiche $.52	8-19 Microfiche $.75	20-30 Microfiche $.98	31-42 Microfiche $1.21	43-54 Microfiche $1.44	55-67 Microfiche $1.67	68-80 Microfiche $1.90

FOREIGN:

- Based on International Postage Rates in effect
- Allow 160 Microfiche or 75 Paper Copy pages per pound
- Specify exact mail classification desired

DEPOSIT ACCOUNTS

Customers who have a continuing need for ERIC Documents may open a Deposit Account by depositing a minimum of $300.00. Once an account is opened, ERIC Documents will be sent upon request, and the account charged for the actual cost and postage. A statement of the account will be furnished with each order.

STANDING ORDER SUBSCRIPTION ACCOUNTS

Subscription Orders for documents in the monthly issues of Resources in Education (RIE) are available on microfiche from EDRS. The microfiche are furnished on diazo film and without protective envelopes at $0.110 per microfiche. If you prefer silver halide film, the cost is $0.235 per microfiche, and each microfiche is inserted into an acid-free protective envelope. Prices are good through December 31, 1993, and do not include shipping charges. A Standing Order Account may be opened by depositing $2,300.00 or submitting an executed purchase order. All orders placed from outside the domestic U.S. must be prepaid. The cost of each issue and shipping will be charged against the account. A monthly statement of the account will be furnished.

BACK COLLECTIONS

Back collections of documents in all issues of RIE since 1966 are available on microfiche at a unit price of $0.141 per microfiche. The collections are furnished on diazo film without envelopes. Prices are good through December 31, 1993, and do not include shipping charges and applicable taxes. For pricing information, write or call toll-free 1-800-443-ERIC.

GENERAL INFORMATION

1. PAPER COPY (PC)

   A Paper Copy is a xerographic reproduction, on paper, from microfiche of the original document. Each paper copy has a Vellum Bristol cover to identify and protect the document.

2. PAYMENT

   The prices set forth herein do not include any sales, use, excise, or similar taxes that may apply to the sale of microfiche or paper copy to the customer. The cost of such taxes, if any, shall be borne by the customer.

   For all orders that are not prepaid and require an invoice, payment shall be made net thirty (30) days from the date of the invoice. Please make checks or money orders payable to CBIS (must be in U.S. funds and payable on a U.S. bank).

3. REPRODUCTION

   Permission to further reproduce a copyrighted document provided hereunder must be obtained from the copyright holder, usually noted on the front or back of the title page of the copyrighted document.

4. QUALITY

   CBIS Federal will only replace products returned because of reproduction defects or incompleteness caused by EDRS.